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UNIVERSITY OF TORONTO

CALENDAR
OF THE
ONTARIO COLLEGE OF EDUCATION
COURSES IN EDUCATION
1930-1931

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THE UNIVERSITY OF TORONTO PRESS

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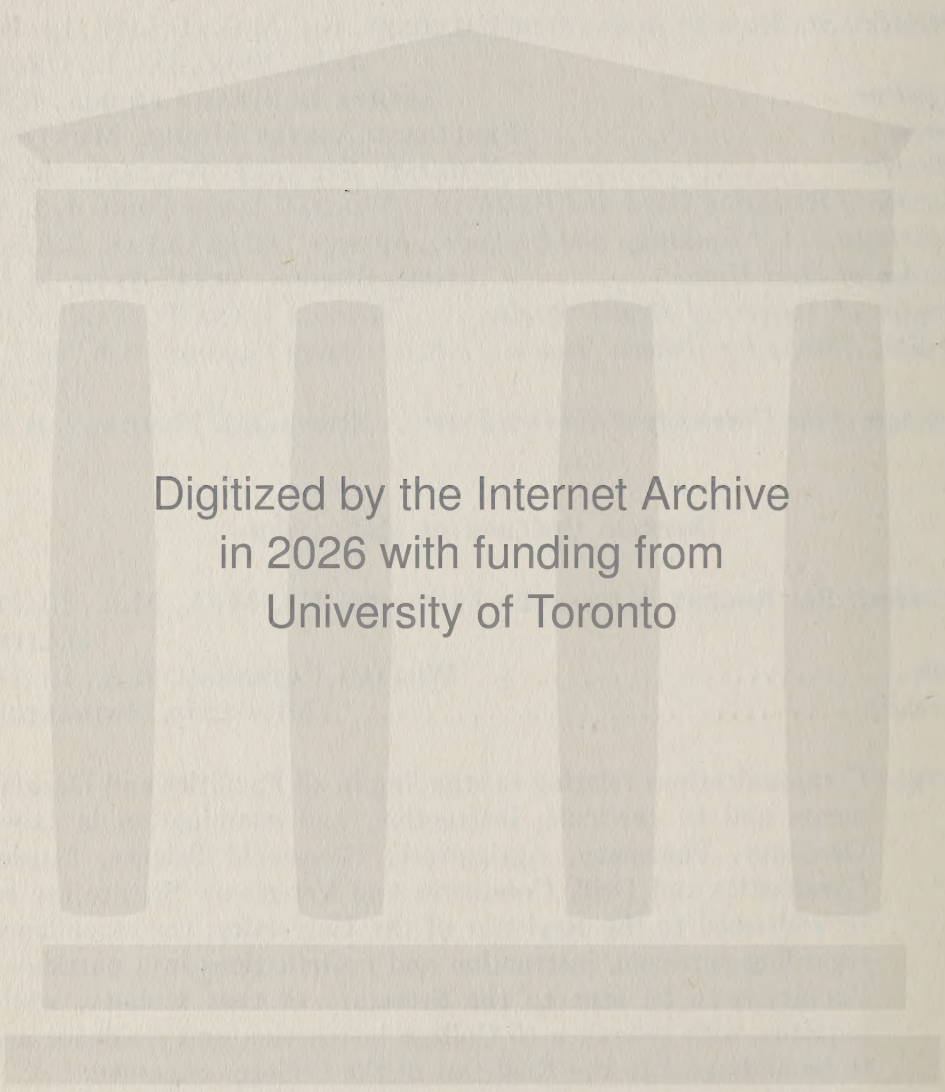
Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.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1930 CALENDAR 1930

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	5	12	19	26		Sun.	.	2	9	16	23		Sun.	2	9	16	23	30		Sun.	.	6	13	20	27	
Mon.	.	6	13	20	27		Mon.	.	3	10	17	24		Mon.	3	10	17	24	31		Mon.	.	7	14	21	28	
Tues.	.	7	14	21	28		Tues.	.	4	11	18	25		Tues.	4	11	18	25	....		Tues.	1	8	15	22	29	
Wed.	1	8	15	22	29		Wed.	.	5	12	19	26		Wed.	5	12	19	26	....		Wed.	2	9	16	23	30	
Thur.	2	9	16	23	30		Thur.	.	6	13	20	27		Thur.	6	13	20	27	....		Thur.	3	10	17	24	....	
Fri.	3	10	17	24	31		Fri.	.	7	14	21	28		Fri.	7	14	21	28	....		Fri.	4	11	18	25	....	
Sat.	4	11	18	25	....		Sat.	1	8	15	22	....		Sat.	1	8	15	22	29	....	Sat.	5	12	19	26	....	

MAY							JUNE							JULY							AUGUST						
Sun.	.	4	11	18	25		Sun.	1	8	15	22	29		Sun.	.	6	13	20	27		Sun.	3	10	17	24	31	
Mon.	.	5	12	19	26		Mon.	2	9	16	23	30		Mon.	.	7	14	21	28		Mon.	4	11	18	25	....	
Tues.	.	6	13	20	27		Tues.	3	10	17	24	....		Tues.	1	8	15	22	29		Tues.	5	12	19	26	....	
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Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri.	4	11	18	25	....		Fr.	1	8	15	22	29	....
Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat.	5	12	19	26	....		Sat.	2	9	16	23	30	....

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	.	7	14	21	28		Sun.	.	5	12	19	26		Sun.	2	9	16	23	30		Sun.	.	7	14	21	28	
Mon.	1	8	15	22	29		Mon.	.	6	13	20	27		Mon.	3	10	17	24	....		Mon.	1	8	15	22	29	
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Fri.	5	12	19	26	....		Fri.	3	10	17	24	31		Fri.	7	14	21	28	....		Fri.	5	12	19	26	....	
Sat.	6	13	20	27	....		Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....	

1931 CALENDAR 1931

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	4	11	18	25		Sun.	1	8	15	22	....		Sun.	1	8	15	22	29		Sun.	.	5	12	19	26	
Mon.	.	5	12	19	26		Mon.	2	9	16	23	....		Mon.	2	9	16	23	30		Mon.	.	6	13	20	27	
Tues.	.	6	13	20	27		Tues.	3	10	17	24	....		Tues.	3	10	17	24	31		Tues.	.	7	14	21	28	
Wed.	.	7	14	21	28		Wed.	4	11	18	25	....		Wed.	4	11	18	25	....		Wed.	1	8	15	22	29	
Thur.	1	8	15	22	29		Thur.	5	12	19	26	....		Thur.	5	12	19	26	....		Thur.	2	9	16	23	30	
Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri.	6	13	20	27	....		Fri.	3	10	17	24	....	
Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat.	7	14	21	28	....		Sat.	4	11	18	25	....	

MAY							JUNE							JULY							AUGUST						
Sun.	3	10	17	24	31		Sun.	.	7	14	21	28		Sun.	.	5	12	19	26		Sun.	2	9	16	23	30	
Mon.	4	11	18	25	....		Mon.	1	8	15	22	29		Mon.	.	6	13	20	27		Mon.	3	10	17	24	31	
Tues.	5	12	19	26	....		Tues.	2	9	16	23	30		Tues.	.	7	14	21	28		Tues.	4	11	18	25	....	
Wed.	6	13	20	27	....		Wed.	3	10	17	24	....		Wed.	1	8	15	22	29		Wed.	5	12	19	26	....	
Thur.	7	14	21	28	....		Thur.	4	11	18	25	....		Thur.	2	9	16	23	30		Thur.	6	13	20	27	....	
Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....		Fri.	3	10	17	24	31		Fri.	7	14	21	28	....	
Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....		Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	.	6	13	20	27		Sun.	.	4	11	18	25		Sun.	1	8	15	22	29		Sun.	....	6	13	20	27	
Mon.	.	7	14	21	28		Mon.	.	5	12	19	26		Mon.	2	9	16	23	30		Mon.	.	7	14	21	28	
Tues.	1	8	15	22	29		Tues.	.	6	13	20	27		Tues.	3	10	17	24	....		Tues.	1	8	15	22	29	
Wed.	2	9	16	23	30		Wed.	.	7	14	21	28		Wed.	4	11	18	25	....		Wed.	2	9	16	23	30	
Thur.	3	10	17	24	....		Thur.	1	8	15	22	29		Thur.	5	12	19	26	....		Thur.	3	10	17	24	31	
Fri.	4	11	18	25	....		Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri.	4	11	18	25	....	
Sat.	5	12	19	26	....		Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat.	5	12	19	26	....	

CALENDAR, 1930-31

1930—July 2.....Summer Session begins.
Aug. 2.....Summer Session closes.
Sept. 30.....Registration Day.
Oct. 1.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Oct. 1.....The Opening Address by the President to the students of all the Faculties and Colleges at 3 p.m. in Convocation Hall.
Oct. 2.....Meeting of Council.
Oct. 15.....Interfaculty Track Meet.
Nov. 6.....Meeting of Council.
Dec. 4.....Meeting of Council.
Dec. 19.....Last day of Lectures. Term ends at 1 p.m.

1931—Jan. 6.....Easter Term begins at 9 a.m.
Jan. 8.....Meeting of Council.
Feb. 5.....Meeting of Council.
Mar. 5.....Meeting of Council.
April 3.....Easter Vacation begins.
April 13.....Spring Term begins.
June 11-12...University Commencement.
June 19.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teacher of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education and Art, Interim First Class Public School certificates, Elementary certificates in Physical Education, Art and Vocal Music, Ordinary certificates as teachers of Household Science, and certificates of standing in Shorthand, Typewriting and Book-keeping.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 30th, and the instruction will begin October 1st, at 10 a.m. The Autumn Term will end December 19th, at 1 p.m., and the Easter Term will begin January 6th, at 9 a.m. The Spring Term will begin April 13th and end June 19th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $2.00. If made within the two weeks following, the fee will be $5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

5. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 30th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1930.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(*e*) A certificate from a competent authority that he is a British subject.

(*f*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

6. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is $25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be $10.00, or in the case of partial examination, $2.00 per subject. The fee for the University diploma will be $2.00. A library deposit of $1.00 will be required of all students, and a fee of $10.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

7. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

8. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and French or German or Spanish or Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the courses for standing in Stenography, Typewriting and Bookkeeping. Under the conditions defined therein they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

9. (1) The following introductory work will be taken up at the beginning of the session.

(*a*) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (*a*) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(*b*) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(*c*) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

10. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (*a*) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

11. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

12. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(*b*) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(*c*) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (*a*) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, but will attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(*b*) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

13. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 5 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

14. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

15. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

COURSES

16. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and History, French and German, French and Spanish, Mathematics and Physics, Science, Household Science, and Physical Education.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in 33.

TEXT-BOOKS

17. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

18. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 16 (1) above will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

19. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 16(1) above, to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates,

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 16 (1) above, to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 16 (1) above will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(*b*) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate and after due examination by such Inspector. A candidate who has failed in a practical examination at the Ontario College of Education, Toronto, or under a Provincial Inspector will not be admitted to a second practical examination during the same college year.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

20. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

21. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be $5.00 for the course or for the examinations, one or both, as the case may be, or $2.00 for each examination paper.

TEXT-BOOKS

22. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

23. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

24. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

25. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

26. (1) (*a*) Subject to the conditions of Sec. 25 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(*c*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) and (*c*) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 12, (4) (*a*) (i), (ii), (iii), (*b*) (i), (*c*) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN STENOGRAPHY, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

27. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in Stenography, Typewriting, and Book-keeping.

FEES

28. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in Stenography, Typewriting, and Book-keeping may be an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

29. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in Stenography, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

30. (1) The subjects of the course for Elementary certificates in Physical Education or Art or Vocal Music or for standing in Stenography, Typewriting, and Book-keeping are to be found in 54, 56, 57, and 58.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(3) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

31. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics, Apparatus and Corrective Exercises, Group Athletic Games, Swimming, National and Folk Dances.

FOR MEN: Calisthenics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature and plant forms.
Composition, simple illustration of a given subject.
Applied design and lettering.
Blackboard and memory drawing of lesson subject.

Written tests:

(Three papers)

History of art.
Composition and colour.
Methods of teaching art in schools.
Each subject and each paper shall be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

MUSICAL THEORY

Musical rudiments, expression marks, compass, and management of children's voices, translating from solfa syllables to staff notation and *vice versa*, writing melodies previously memorized, and analyzing chords and discords.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

Practical Examinations:

SIGHT SINGING

(i) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.

(ii) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(iii) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

(i) Singing to lah, an example of ear test suited to any School Form indicated by the examiner.

(ii) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.

(iii) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(i) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.

(ii) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the Commercial Subjects:

Written Examinations:

Stenography Theory; Stenography Practice; Typewriting; Bookkeeping Theory; Bookkeeping Practice.

There will be one examination paper in each subject and each paper shall have a maximum value of 100.

CERTIFICATES

32. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in Stenography, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and practical examinations, respectively, or (*d*) in Stenography, Typewriting, and Book-keeping a minimum of 50% of the marks assigned to each examination paper.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in Stenography, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

33. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January.

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

34. Students admitted to the Specialists' course in Physical Education or Art under 33 (*a*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

35. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 56 (*b*), and those of the course for Specialists' certificates in Art in 57 (*b*).

(*b*) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(*c*) Observation and Practice-teaching are obligatory in each of these courses.

36. (*a*) (i) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics; Organized Games; National and Folk Dances; Swimming; Apparatus.

FOR MEN: Calisthenics; Apparatus; Coaching; Swimming; Track and Field Athletics.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 50% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject may complete his standing by passing in that subject at a subsequent examination.

(iv) Male candidates are required to submit their certificates as Cadet Instructors, issued by the Department of Militia and Defence, before they will be granted Specialists' certificates in Physical Education by the Department of Education.

(*b*) (i) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

Practical Tests

Drawing from objects and natural forms.
Blackboard drawing of lesson subject from memory.
Pictorial composition in colour.
Modelling.
Applied design—practical application from given problem.
Drawing from the living model.

Written Examinations

(Five papers)

History of Art; Perspective; Composition and Colour; Design and Applied Art; Methods of Teaching Art in High Schools.

(ii) The requirements to pass are 50% of the marks allotted to each subject of the practical and written examinations respectively and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION, ART, AND COMMERCIAL SUBJECTS—*Continued.*

(v) A candidate who passes on the practical tests but who fails on more than two subjects of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

37. Students who are awarded Interim High School Assistants' Certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Specialists' certificates in Physical Education or Art, as the case may be.

DETAILS OF SUBJECTS.

38. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Stenography, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

39. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): The New Teaching.
Burt: Mental and Scholastic Tests.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

SCHOOL MANAGEMENT AND LAW.

40. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF SUBJECTS.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

41. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF SUBJECTS.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Composition.
Bolenius: The Teaching of Literature in Grammar Grades and the High School.
Dickie: Modern Practice in the Teaching of Composition.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Fairchild: The Teaching of Poetry in the High School.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

42. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Dunn: Social Studies in Secondary Education.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

(For Specialists)

43. *English:*

(*a*) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF SUBJECTS.

(*b*) A discussion of the organization of the course in English throughout the various Forms of the High School.

(*c*) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.
Boillot: The Methodical Study of Literature.
Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).
Leonard: Essential Principles of Teaching Reading and Literature.
Newbolt: Report on the Teaching of English in England.
Tomkinson: The Teaching of English.
Articles in "The English Journal" and other journals.

History;

(*a*) A study of topics difficult of presentation in the prescribed history.

(*b*) A discussion of the courses in history that are suitable for pupils of various ages, and of the corresponding methods of teaching.

(*c*) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.
Tryon: The Teaching of History in Junior and Senior High Schools.
Dunn: Social Studies in Secondary Education (Bulletin No. 28, 1916, Bureau of Education).
Hasluck: The Teaching of History.
Keatinge: Studies in the Teaching of History.
Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

44. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF SUBJECTS.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF SUBJECTS.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.
McMurry: Special Method in Arithmetic.
Ligda: The Teaching of Elementary Algebra.
Lannes: The Teaching of Arithmetic.
Smith and Reeve: The Teaching of Junior High School Mathematics.
Taylor: Arithmetic for Teacher Training Classes.
Thorndike: New Methods in Arithmetic.
Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists)

45. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.
Nunn: The Teaching of Algebra, including Trigonometry.
Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.
Fink: A Brief History of Mathematics.
Schultze: The Teaching of Secondary Mathematics.
Articles in "School Science and Mathematics".

DETAILS OF SUBJECTS.

GEOGRAPHY.

46. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Wallis: The Teaching of Geography.
Chisholm: Handbook of Commercial Geography.
Lake: Physical Geography.
Brown: Principles of Economic Geography.

SCIENCE.

47. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Burlend: First Course in Zoology.
Gregory and Simmons: Lessons in Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists)

48. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.
Ganot: Text-book in Physics.
Kerner: Natural History of Plants.
Davis: Natural History of Animals.
Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.
Mann: The Teaching of Physics.
Mellor: Modern Inorganic Chemistry.
Twiss: Principles of Science Teaching.
U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

(For Specialists)

49. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.
Manual of Elementary Agriculture and Horticulture.
Marshall: Microbiology.
Plumb: Types and Breeds of Farm Animals.
Sanderson: Insects of Farm, Garden and Orchard.
Snydes: Soils and Fertilizers.
Warren: Elements of Agriculture.
Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF SUBJECTS.

CLASSICS (LATIN AND GREEK).

50. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

(For Specialists)

51. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
Articles in the "Classical Journal".
Seymour: Life in the Homeric Age.
The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF SUBJECTS.

FRENCH, GERMAN, OR SPANISH.

52. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

The course will stress oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Handschin: Methods of Teaching Modern Languages.
Heath: Report of Committee of Twelve.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.

French

Dumville: French Pronunciation.
Bond: Sounds of French.
Jack: French Pronunciation and Diction.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Modern Languages.
Viëtor: German Pronunciation.

Spanish

Wilkins: Spanish in the High Schools.

DETAILS OF SUBJECTS.

SEMINAR IN FRENCH AND GERMAN.

(For Specialists)

53. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Breul: The Teaching of Modern Foreign Languages.
Henmon: Achievement Tests in Modern Foreign Languages.
Kittson: Theory and Practice of Language Teaching.
Moore: Modernism in Language Teaching.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Siebs: Die Bühnenaussprache.
Sweet: Practical Study of Languages.

VOCAL MUSIC.

54. (*a*) *First Class Public School Course.*

Tune: All intervals of the Major Diatonic Scale, from both the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

DETAILS OF SUBJECTS.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.
Cringan: Teacher's Handbook of Tonic Sol-fa System.
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Hulbert: Breathing for Voice Production.
Mason: How to Teach the Staff Notation.

(*b*) *Course for Elementary Certificate.*

Staff Notation and recognized methods of teaching it.

Sight Singing: Major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

Ear Training: Tone perception and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument.

Voice Training: Vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice.

Harmony Analysis: Common chords and dissonances; harmonic progressions; passing notes.

Songs: Songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

DETAILS OF SUBJECTS.

Books of Reference:

Curwen: How to Observe Harmony.
Cringan: Teachers' Handbook of Tonic-Sol-fa.
Cringan: The New Educational Music Course.
Dunstan: A.B.C. of Musical Theory.
Dunn: Solo Singer's Vade Mecum.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

55. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Brown and Haley: The Teaching of Home Economics.
Hanna: Methods of Teaching Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Bevier: Home Economics in Education.
Leake: Vocational Education.
Brown and Others: Clothing Construction.
Jordan: Clothing—Fundamental Problems.
Syllabus of Home Economics: (American Home Economics Association).
Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)
Courses of Study: Ontario.

DETAILS OF SUBJECTS.

PHYSICAL EDUCATION

56. (*a*) *Course for Elementary Certificate.*

THEORY (For men and women):

(1) First Aid: The anatomy and physiology of the human body will be briefly outlined. First aid as applied to injuries received in the home, school, schoolyard, and athletic field will be considered fully. Camp and industrial injuries will be discussed also.

(2) Physical Education in the Educative Process: The relation of physical education to education in general; discussions of the place of Drill, Calisthenics, Apparatus Work, Games, and Physical Examinations in a school programme; intramural activities and interscholastic athletics; organization and administration of a Physical Education Department.

(3) Mass Athletics and Intramural Activities: A consideration of the problem of handling large groups effectively and arousing active interest of all students in athletic activities within the school; a study of various methods of reaching every student and establishing individual, class and school competition in physical activities.

(4) Health Talks: What the teacher can do to further good health in schools; subject matter for health talks by teachers: the place of food, exercise, sleep, hygiene in maintaining good health, preventive measures for pupils.

PRACTICE (For men):

(1) Gymnasium Tactics: Class formations to suit the many conditions found in the schools of the province; marching tactics; gymnastic nomenclature; proper use of the voice.

(2) Calisthenics: Elementary exercises with light apparatus, such as wands, dumbbells, clubs; freehand drills; body building and corrective work; practice teaching in calisthenics.

(3) Apparatus Work: Elementary training and practice teaching in exercises for the following apparatus: horse, parallel bars, mats, vaulting-bar, buck, rings, and suspended ladder.

(4) Group Games: Practice in games suitable to the classroom, school yard, gymnasium and playground.

(5) Team Games: Indoor baseball, volley ball, basketball.

(6) Track and Field Athletics: A course in training methods and correct form for all standard track and field events.

(7) Swimming: (*a*) The organization and administration of the "water gymnasium"; (*b*) Teaching Methods; (*c*) Life Saving Courses.

NOTE—In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

DETAILS OF SUBJECTS.

PRACTICE (For women):

(1) General Gymnastics: Swedish and corrective exercises; posture, postural defects improved by gymnastic movements; calisthenic exercises with hand apparatus (wands, dumbbells, clubs, etc.); class formations and marching tactics; special class in physical training leading to the Strathcona Grade B certificate; practice teaching.

(2) Games: Gymnasium and playground group games; team games—basketball, softball, volleyball; emphasis placed on the above from the standpoint of the player; field and track activities.

(3) Apparatus: Exercises on the stallbars, suspended ladder, rings, with a view to the correction of postural defects in the school child; horse, parallel bars.

(4) National and Folk Dances: National and folk dances of various countries; technical exercises.

(5) Swimming: The principles of organization and administration of the water gymnasium and teaching methods; elementary strokes and practice teaching.

(*b*) *Course for Specialists' Certificate.*

THEORY (*For Men and Women*):

(1) Theory and Practice of Physical Education in Schools: A consideration of the growth of physical education in relation to general education; a further study of the organization of a Physical Education Department; programme of activities; construction and care of fields, courts, tracks and gymnasia; purchase and care of equipment; athletic associations; point systems; mass athletics; intramural activities; programmes for special occasions such as field days, festivals, gymnastic demonstrations; publicity, awards, managers.

(2) Physical Examinations, Anthropometry and Corrective Exercises: An elementary study of these three important phases of the modern director's duties.

(*a*) Physical Examination: A discussion of the parts of the body, a study of which is desirable; what to seek and the significance of certain conditions commonly seen in school children; the use of the stethoscope; a study of common spinal abnormalities; reaction of the heart to exercise.

(*b*) Anthropometry: Parts to be measured; inter-relation of various measurements; weight-height-age charts.

(*c*) Corrective Exercises: An outline of exercises and apparatus for correcting physical defects and faulty conditions commonly found in students, such as, drooping head, spinal curvatures, round shoulders, flat feet, malnutrition, constipation; diet for over- and under-weight children and adults.

DETAILS OF SUBJECTS.

(3) First Aid and Physiology of Exercise:

(*a*) First Aid: A further consideration of First Aid problems, with discussion of actual cases in students' experience.

(*b*) Physiology of Exercise: A study of exercise in the physical and mental processes and the causes of such conditions as fatigue, breathlessness, second wind, overwork, stiffness; the effect of play, exercise, work, and rest on the body.

(4) Athletic Training: An outline of methods used in conditioning athletes in preparation for various athletic contests. The lectures will cover the care of the athlete, and the effect of diet, sleep, bathing, massage and clothing in his training; minor injuries common to athletes, with their symptoms and treatment.

(5) Major Sports—Coaching Methods and Officiating: A comprehensive practical course to enable teachers to officiate in team games and to coach intelligently in basketball, rugby, baseball, hockey, track and field sports, with a consideration of such sports as boxing, tennis, skiing, soccer, lacrosse, handball.

(6) Playgrounds: A brief study of the theories of play; its nature; origin and growth of modern play movement. The playground as a social centre and described from the standpoint of location, equipment, activities, and administration.

PRACTICE (For men):

(1) Calisthenics: Practice teaching in calisthenic exercises continued.

(2) Mimetics: Fundamental movements of athletic contests adapted to class-room calisthenics.

(3) Corrective Apparatus and its use.

(4) Apparatus work: Practice and practice teaching in progressively difficult exercises for the horse, mats, parallel bars, horizontal bar, ladder, rings.

(5) Preparation of athletic displays.

(6) Coaching Course: Practice of the material given in the lectures on major sports.

(7) Minor Sports: Volley ball, hockey, boxing, singlesticks, handball.

(8) Swimming: (*a*) Instruction and practice in various strokes—racers' turns—special activities, etc; (*b*) Life-saving courses; (*c*) A talk on construction and equipment of the water gymnasium.

Note—Students in the Specialists' course should be able to swim at least two kinds of stroke in order to qualify for the practice work.

PRACTICE (For women):

(1) General Gymnastics: (*a*) A continuation of Swedish and corrective exercises. Calisthenics; exercises and drills with hand apparatus (wands, dumbbells, clubs, etc.). Class formations and marching tactics.

DETAILS OF SUBJECTS.

(*b*) Mimetics. Fundamental movements imitative of athletic contests. (*c*) Practice teaching of the above gymnastics.

(2) Games: (*a*) Minor—team and group games; (*b*) Major—basketball, softball, volley ball, field and ice hockey. Emphasis placed on organizing, refereeing, and coaching the above games. (*c*) Field and track activities.

(3) Apparatus: Horse, parallel-bars, horizontal bar, mat exercises.

(4) National and Folk Dances: Including co-operative movements (advanced) and technical exercises (advanced).

(5) Swimming: (*a*) Instruction and practice in various strokes, special activities, etc; (*b*) life-saving courses; (*c*) the construction and equipment of the "water gymnasium."

Books of Reference:

Syllabus of Physical Exercises for Schools, 1919 edition.
May: Graded Exercises in Calisthenics and Gymnastic Apparatus for Junior High Schools.
Bancroft: Games for the Playgrounds, Home, and Gymnasium.
Staley: Games, Contests, and Relays.
Spalding's Athletic Library.
Skarstrom: Gymnastic Teaching.
Wittich and Reuter: Exercises on the Apparatus, Tumbling and Stunts.
Corsan: The Diving and Swimming Books.
The Royal Life Saving Society Handbook of Instruction.
Fisher and Fiske: How to Live.
Elsa Pohl: Manual of Dancing Steps.
Mitchell: Intramural Athletics.
Staley: Calisthenics.
Bonnie and Donnie Cotteral: Tumbling, Pyramid Building and Stunts for Girls and Women.
Knudsen: A Textbook of Gymnastics (new edition).
Jessie Bancroft: Posture of School Children.
Lippet: Manual of Corrective Gymnastics.
Crombie: 325 Group Contests for the Playground.
Spalding's Athletic Library: Track and Field Athletics for Girls.
Elizabeth Burchenal: Dances of the People, Dances of Denmark, Dances of the Homeland.
Louis Chalif: Folk Dances—Books I, II, III.
Cecil Sharp: Country Dance Tunes. Book of Instructions. Book of Music.
Hinman: Gymnastic Dancing—Clogs and Jigs, Volume V.

DETAILS OF SUBJECTS.

(*c*) *Seminar in Physical Education.* (*For Specialists under 16* (*1*)).

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

Books of Reference:

Skarstrom: Gymnastic Teaching.
Knudsen: A Textbook of Gymnastics.
Bukh: Primary Gymnastics.
Staley: Calisthenics (modern methods).
Williams: The Organization and Administration of Physical Education
Bancroft: The Posture of School Children.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
McKenzie: Exercise in Education and Medicine.
Bundy: Anatomy and Physiology.
Lovett: Round Shoulders and Spinal Curvature.
The American Physical Education Reviews.

ART.

57. (*a*) *Course for the Elementary Certificate.*

Drawing: Principles of drawing; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory; drawing from plants, trees, animals, insects, etc.; outdoor study; museum study.

Design and Applied Art: Principles of design; geometric basis of design; application of design to the decoration of objects; stencilling, wood block, printing, etc.; lettering—history, principles, practice.

Colour: Theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Composition: Principles of composition; pictorial and decorative composition; line, tone and colour composition; poster making; practical applications.

Perspective: Principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(*b*) *Course for the Specialist's Certificate.*

Drawing: Drawing from natural forms; use of pen and ink, brush, charcoal, etc.; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: Modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Painting: Painting from flowers, landscapes, still life; watercolour painting.

Design: A review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design—stencilling, Gesso, jewellery making and other crafts.

Colour: Colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: Principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: Theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: Various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Schools: The Regulations of the Department of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in **Design.**
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.

Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

STENOGRAPHY, TYPEWRITING, BOOK-KEEPING

58. (1) Stenography:

(*a*) Theory. The principles of the Isaac Pitman system of stenography.

(*b*) Practice. Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(2) Typewriting: Copying, invoicing, billing, columnar statements, etc.

(3) Bookkeeping:

(*a*) Theory.

Single and double entry; the use of single entry; the advantages of double entry; how to change from single to double entry.

The form and use of journal, cash book, bill book, sales book, purchase book and ledger. Preparation of the financial statement, showing losses and gains, summary of capital account, and assets and liabilities; the relation between these statements. Closing the books and continuing the record.

Principal and auxiliary books. The use of cash, bill, sales and purchase books as principal books and with various special columns. Sales, purchase and general ledgers, balanced together or on the self-balancing principle; the monthly trial balance.

The use of drafts in collections and payments. Bank transactions, including deposits and withdrawals, discounts, collections, bank collateral. C.O.D. sales, freight, cash discount, bad debts, bank reconciliation.

Division of merchandise and expense accounts into various subordinate accounts. Trading statement, profit and loss statement, balance sheet. Classification of items in the foregoing statements; percentage calculations.

Accounts of single proprietor and of partnerships. Winding up a business. Realization and liquidation account.

(*b*) Practice.

Making the proper records and preparing the financial statements from given data. Single proprietor and partnership organization.

Books of Reference:

Ontario School Bookkeeping—Second Course.
Eddis and Tindall: Manufacturers' Accounts.
Lisle: Accounting in Theory and Practice.
Klein: Elements of Accounts.
Sprott and Short: Canadian Modern Accounting—Part I and Part II.
Course in Isaac Pitman's Shorthand—New Era Edition.
James Wm. Taylor: Commentary on Pitman's Shorthand.
W. G. Edward: Elementary Typewriting Course.
W. G. Edward: Advanced Typewriting Course.
Charles E. Smith: A Practical Course in Touch Typewriting.
A. F. Sprott: Office Routine (Forms and Supplies in Separate Package).

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 30th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

(1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library, shall be $25.00.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of $25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

NOTE: Prospective candidates for a degree in Pedagogy are advised that it is proposed to require an additional subject and an additional unit of attendance from all candidates who have not registered in one of the Courses and completed a unit of attendance before July 1st, 1931.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The Course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is $5. The fee for the Summer Session is $10. The fee for the regular Session, which shall include the examination and

library fees, is $25. The fee for examination is $3 for each subject. The fee for the degree is $20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in Great Britain, the United States, France and Germany; with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science, or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the Thesis or an approved abstract thereof.

6. The fee for registration, if not already registered in the B.Paed. Courses, is $5. The fee for the Summer Session is $10; that for the regular Session, which shall include the examination and library fees, $25. The fee for examination is $3 for each subject. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in Great Britain, the United States, France, and Germany. with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

EDUCATION SCHOLARSHIPS

Four scholarships of not less than $500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these scholarships may be renewed for a second year.

In cooperation with Scottish National Committee for the training of teachers and with the aid of the Department of Education of Ontario, an annual Exchange Student-Teacher Scholarship of the value of $1,500 has been established, open to Ontario teachers and tenable in the Training Centre attached to any Scottish University.

Applications for these scholarships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Announcements—

Social Science, Public Health Nursing, Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR
OF THE
ONTARIO COLLEGE OF EDUCATION
1931-1932

UNIVERSITY OF TORONTO

CALENDAR

OF THE

ONTARIO COLLEGE OF EDUCATION

1931-1932

UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

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President: Sir Robert Alexander Falconer, K.C.M.G., D.Litt., LL.D., D.D., Edin., D.C.L., Oxon.
Registrar.....Arthur Bertram Fennell, B.A.
Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A.
Director of Extension Work and Publicity...William James Dunlop, B.A.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Warden of Hart House .....John Burgon Bickersteth, M.A.
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Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B., D.P.H.
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Ontario College of Education

President: Sir Robert Alexander Falconer, K.C.M.G., M.A., LL.D. D.Litt.
Dean.....William Pakenham, B.A., LL.D.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

1931 CALENDAR 1931

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	4	11	18	25		Sun.	1	8	15	22	....		Sun.	1	8	15	22	29		Sun.	.	5	12	19	26	
Mon.	.	5	12	19	26		Mon.	2	9	16	23	....		Mon.	2	9	16	23	30		Mon.	.	6	13	20	27	
Tues.	.	6	13	20	27		Tues.	3	10	17	24	....		Tues.	3	10	17	24	31		Tues.	.	7	14	21	28	
Wed.	.	7	14	21	28		Wed.	4	11	18	25	....		Wed.	4	11	18	25	....		Wed.	1	8	15	22	29	
Thur.	1	8	15	22	29		Thur.	5	12	19	26	....		Thur.	5	12	19	26	....		Thur.	2	9	16	23	30	
Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri.	6	13	20	27	....		Fri.	3	10	17	24	....	
Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat.	7	14	21	28	....		Sat.	4	11	18	25	....	

MAY							JUNE							JULY							AUGUST						
Sun.	3	10	17	24	31		Sun.	.	7	14	21	28		Sun.	.	5	12	19	26		Sun.	2	9	16	23	30	
Mon.	4	11	18	25	....		Mon.	1	8	15	22	29		Mon.	.	6	13	20	27		Mon.	3	10	17	24	31	
Tues.	5	12	19	26	....		Tues.	2	9	16	23	30		Tues.	.	7	14	21	28		Tues.	4	11	18	25	....	
Wed.	6	13	20	27	....		Wed.	3	10	17	24	....		Wed.	1	8	15	22	29		Wed.	5	12	19	26	....	
Thur.	7	14	21	28	....		Thur.	4	11	18	25	....		Thur.	2	9	16	23	30		Thur.	6	13	20	27	....	
Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....		Fri.	3	10	17	24	31		Fri.	7	14	21	28	....	
Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....		Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	.	6	13	20	27		Sun.	.	4	11	18	25		Sun.	1	8	15	22	29		Sun.	....	6	13	20	27	
Mon.	.	7	14	21	28		Mon.	.	5	12	19	26		Mon.	2	9	16	23	30		Mon.	.	7	14	21	28	
Tues.	1	8	15	22	29		Tues.	.	6	13	20	27		Tues.	3	10	17	24	....		Tues.	1	8	15	22	29	
Wed.	2	9	16	23	30		Wed.	.	7	14	21	28		Wed.	4	11	18	25	....		Wed.	2	9	16	23	30	
Thur.	3	10	17	24	....		Thur.	1	8	15	22	29		Thur.	5	12	19	26	....		Thur.	3	10	17	24	31	
Fri.	4	11	18	25	....		Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri.	4	11	18	25	....	
Sat.	5	12	19	26	....		Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat.	5	12	19	26	....	

1932 CALENDAR 1932

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	3	10	17	24	31		Sun.	.	7	14	21	28		Sun.	.	6	13	20	27		Sun.	.	3	10	17	24	
Mon.	4	11	18	25	....		Mon.	1	8	15	22	29		Mon.	.	7	14	21	28		Mon.	.	4	11	18	25	
Tues.	5	12	19	26	....		Tues.	2	9	16	23	....		Tues.	1	8	15	22	29		Tues.	.	5	12	19	26	
Wed.	6	13	20	27	....		Wed.	3	10	17	24	....		Wed.	2	9	16	23	30		Wed.	.	6	13	20	27	
Thur.	7	14	21	28	....		Thur.	4	11	18	25	....		Thur.	3	10	17	24	31		Thur.	.	7	14	21	28	
Fr.	1	8	15	22	29	....	Fri.	5	12	19	26	....		Fri.	4	11	18	25	....		Fri.	1	8	15	22	29	
Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....		Sat.	5	12	19	26	....		Sat.	2	9	16	23	30	

MAY							JUNE							JULY							AUGUST						
Sun.	1	8	15	22	29		Sun.	.	5	12	19	26		Sun.	3	10	17	24	31		Sun.	.	7	14	21	28	
Mon.	2	9	16	23	30		Mon.	.	6	13	20	27		Mon.	4	11	18	25	....		Mon.	1	8	15	22	29	
Tues.	3	10	17	24	31		Tues.	.	7	14	21	28		Tues.	5	12	19	26	....		Tues.	2	9	16	23	30	
Wed.	4	11	18	25	....		Wed.	1	8	15	22	29		Wed.	6	13	20	27	....		Wed.	3	10	17	24	31	
Thur.	5	12	19	26	....		Thur.	2	9	16	23	30		Thur.	7	14	21	28	....		Thur.	4	11	18	25	....	
Fri.	6	13	20	27	....		Fri.	3	10	17	24	....		Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....	
Sat.	7	14	21	28	....		Sat.	4	11	18	25	....		Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....	

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	.	4	11	18	25		Sun.	2	9	16	23	30		Sun.	.	6	13	20	27		Sun.	.	4	11	18	25	
Mon.	.	5	12	19	26		Mon.	3	10	17	24	31		Mon.	.	7	14	21	28		Mon.	.	5	12	19	26	
Tues.	.	6	13	20	27		Tues.	4	11	18	25	....		Tues.	1	8	15	22	29		Tues.	.	6	13	20	27	
Wed.	.	7	14	21	28		Wed.	5	12	19	26	....		Wed.	2	9	16	23	30		Wed.	.	7	14	21	28	
Thur.	1	8	15	22	29		Thur.	6	13	20	27	....		Thur.	3	10	17	24	....		Thur.	1	8	15	22	29	
Fri.	2	9	16	23	30		Fri.	.	7	14	21	28		Fri.	4	11	18	25	....		Fri.	2	9	16	23	30	
Sat.	3	10	17	24	....		Sat.	1	8	15	22	29	....	Sat.	5	12	19	26	....		Sat.	3	10	17	24	31	

CALENDAR, 1931-32

1931—July 6.....Summer Session begins.
Aug. 7.....Summer Session closes.
Sept. 29.....Registration Day.
Sept. 30.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 30.....The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Oct. 2.....Meeting of Council.
Oct. 9.....Interfaculty Track Meet.
Nov. 5.....Meeting of Council.
Nov. 7-9....Thanksgiving Recess.
Nov. 11.....Armistice Day Service at Soldiers' Tower at 11 a.m.
Dec. 3.....Meeting of Council.
Dec. 18.....Last day of Lectures. Term ends at 5 p.m.

1932—Jan. 5.....Easter Term begins at 9 a.m.
Jan. 7.....Meeting of Council.
Feb. 4.....Meeting of Council.
Mar. 3.....Meeting of Council.
Mar. 25.....Easter Vacation begins.
April 4.....Spring Term begins.
June 9-10...University Commencement.
June 17.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teacher of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

ADMISSION

By order of the Board of Governors every candidate for admission must submit a certificate of successful vaccination with his or her application, or agree to submit such certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education and Art, Interim First Class Public School certificates, Elementary certificates in Physical Education, Art and Vocal Music, Intermediate certificates as teachers of Household Science, and certificates of standing in Shorthand, Typewriting and Book-keeping.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 29th, and the instruction will begin September 30th, at 10 a.m. The Autumn Term will end December 18th, at 5 p.m., and the Easter Term will begin January 5th, at 9 a.m. The Spring Term will begin April 4th and end June 17th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $2.00. If made within the two weeks following, the fee will be $5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIPS OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 29th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1931.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(*e*) A certificate from a competent authority that he is a British subject.

(*f*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is $25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be $10.00, or in the case of partial examination, $2.00 per subject. The fee for the University diploma will be $2.00. A library deposit of $1.00 will be required of all students, and a fee of $10.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and French or German or Spanish or Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the courses for standing in Shorthand, Typewriting and Bookkeeping. Under the conditions defined therein they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (*a*) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(*b*) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(*c*) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (*a*) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(*b*) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(*c*) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music at Toronto.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Permanent First Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School will be exempted from the attendance, but will attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

16. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

COURSES

17. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, or German or Spanish, English and History, French and German, French and Spanish. Mathematics and Physics, Science, Household Science, and Physical Education.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 17 (1) above will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17(1) above, to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates,

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above, to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(*b*) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate and after due examination by such Inspector. A candidate who has failed in a practical examination at the Ontario College of Education, Toronto, or under a Provincial Inspector will not be admitted to a second practical examination during the same college year.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

21. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

22. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be $5.00 for the course or for the examinations, one or both, as the case may be, or $2.00 for each examination paper.

TEXT-BOOKS

23. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

24. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

25. (1) Students who take the Latin, French, German, Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

26. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

27. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(*c*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) and (*c*) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (*a*) (i), (ii), (iii), (*b*) (i), (*c*) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

28. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in Shorthand, Typewriting, and Book-keeping.

FEES

29. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in Shorthand, Typewriting, and Book-keeping is an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

30. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in Shorthand, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

31. (1) The subjects of the course for Elementary certificates in Physical Education or Art or Vocal Music or for standing in Shorthand, Typewriting, and Book-keeping are to be found in 55, 57, 58, and 59.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(3) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature and plant forms.
Composition, simple illustration of a given subject.
Applied design and lettering.
Blackboard and memory drawing of lesson subject.

Written tests:

(Three papers)

History of art.
Composition and colour.
Methods of teaching art in schools.
Each subject and each paper shall be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

MUSICAL THEORY

Musical rudiments, expression marks, compass, and management of children's voices, translating from solfa syllables to staff notation and *vice versa*, writing melodies previously memorized, and analyzing chords and discords.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

Practical Examinations:

SIGHT SINGING

(i) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.

(ii) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(iii) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

(i) Singing to lah, an example of ear test suited to any School Form indicated by the examiner.

(ii) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.

(iii) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(i) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.

(ii) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the Commercial Subjects:

Written Examinations:

Shorthand Theory; Shorthand, Practice and Transcription; Typewriting; Book-keeping.

There will be one examination paper in each subject and each paper shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in Shorthand, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 60% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and practical examinations, respectively, or (*d*) in Shorthand, Typewriting and, Book-keeping a minimum of 50% of the marks assigned to each examination paper.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests. Candidates who fail in the practical tests of only one subject in Physical Education may complete their standing by passing in that subject at a subsequent examination after repeating the course in that subject.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January.

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

35. Students admitted to the Specialists' course in Physical Education or Art under 34 (*a*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57 (*b*), and those of the course for Specialists' certificates in Art in 58 (*b*).

(*b*) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(*c*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) (i) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject may complete his standing by passing in that subject at a subsequent examination.

(iv) Male candidates are required to submit their certificates as Cadet Instructors, issued by the Department of Militia and Defence, before they will be granted Specialists' certificates in Physical Education by the Department of Education.

(*b*) (i) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

Practical Tests

Drawing from objects and natural forms.
Blackboard drawing of lesson subject from memory.
Pictorial composition in colour.
Modelling.
Applied design—practical application from given problem.
Drawing from the living model.

Written Examinations

(Five papers)

History of Art; Perspective; Composition and Colour; Design and Applied Art; Methods of Teaching Art in High Schools.

(ii) The requirements to pass are 50% of the marks allotted to each subject of the practical and written examinations respectively and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(v) A candidate who passes on the practical tests but who fails on more than two subjects of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. Students who are awarded Interim High School Assistants' Certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education of Art, as the case may be.

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

40. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): The New Teaching.
Burt: Mental and Scholastic Tests.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF SUBJECTS.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF SUBJECTS.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Composition.
Bolenius: The Teaching of Literature in Grammar Grades and the High School.
Dickie: Modern Practice in the Teaching of Composition.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Fairchild: The Teaching of Poetry in the High School.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Dunn: Social Studies in Secondary Education.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

(For Specialists)

44. *English:*

(*a*) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF SUBJECTS.

(*b*) A discussion of the organization of the course in English throughout the various Forms of the High School.

(*c*) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.
Boillot: The Methodical Study of Literature.
Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).
Leonard: Essential Principles of Teaching Reading and Literature.
Newbolt: Report on the Teaching of English in England.
Tomkinson: The Teaching of English.
Articles in "The English Journal" and other journals.

History;

(*a*) A study of topics difficult of presentation in the prescribed history.

(*b*) A discussion of the courses in history that are suitable for pupils of various ages, and of the corresponding methods of teaching.

(*c*) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.
Tryon: The Teaching of History in Junior and Senior High Schools.
Dunn: Social Studies in Secondary Education (Bulletin No. 28, 1916, Bureau of Education).
Hasluck: The Teaching of History.
Keatinge: Studies in the Teaching of History.
Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF SUBJECTS.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied: the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF SUBJECTS.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.
McMurry: Special Method in Arithmetic.
Ligda: The Teaching of Elementary Algebra.
Lannes: The Teaching of Arithmetic.
Smith and Reeve: The Teaching of Junior High School Mathematics.
Taylor: Arithmetic for Teacher Training Classes.
Thorndike: New Methods in Arithmetic.
Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.
Nunn: The Teaching of Algebra, including Trigonometry.
Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.
Fink: A Brief History of Mathematics.
Schultze: The Teaching of Secondary Mathematics.
Articles in "School Science and Mathematics".

DETAILS OF SUBJECTS.

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Wallis: The Teaching of Geography.
Chisholm: Handbook of Commercial Geography.
Lake: Physical Geography.
Brown: Principles of Economic Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Burlend: First Course in Zoology.
Gregory and Simmons: Lessons in Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.
Ganot: Text-book in Physics.
Kerner: Natural History of Plants.
Davis: Natural History of Animals.
Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.
Mann: The Teaching of Physics.
Mellor: Modern Inorganic Chemistry.
Twiss: Principles of Science Teaching.
U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

(For Specialists)

50. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.
Manual of Elementary Agriculture and Horticulture.
Marshall: Microbiology.
Plumb: Types and Breeds of Farm Animals.
Sanderson: Insects of Farm, Garden and Orchard.
Snydes: Soils and Fertilizers.
Warren: Elements of Agriculture.
Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF SUBJECTS.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

(For Specialists)

52. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
Articles in the "Classical Journal".
Seymour: Life in the Homeric Age.
The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF SUBJECTS.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.
Nyrop: Spoken French.

DETAILS OF SUBJECTS.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

(For Specialists)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Breul: The Teaching of Modern Foreign Languages.
Coleman: The Teaching of Modern Languages in the United States.
Henmon: Achievement Tests in Modern Foreign Languages.
Kittson: Theory and Practice of Language Teaching.
Lecoq: L'Enseignement des Langues Vivantes.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Siebs: Die Bühnenaussprache.
Sigwalt: De l'Enseignement des Langues Vivantes.
Sweet: Practical Study of Languages.

DETAILS OF SUBJECTS.

VOCAL MUSIC.

55. (*a*) *First Class Public School Course.*

Tune: All intervals of the Major Diatonic Scale, from both the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.
Cringan: Teacher's Handbook of Tonic Sol-fa System.
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Hulbert: Breathing for Voice Production.
Mason: How to Teach the Staff Notation.

(*b*) *Course for Elementary Certificate.*

Staff Notation and recognized methods of teaching it.

Sight Singing: Major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

DETAILS OF SUBJECTS.

Ear Training: Tone perception and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument.

Voice Training: Vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice.

Harmony Analysis: Common chords and dissonances; harmonic progressions; passing notes.

Songs: Songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

Books of Reference:

Curwen: How to Observe Harmony.
Cringan: Teachers' Handbook of Tonic-Sol-fa.
Cringan: The New Educational Music Course.
Dunstan: A.B.C. of Musical Theory.
Dunn: Solo Singer's Vade Mecum.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Brown and Haley: The Teaching of Home Economics.
Hanna: Methods of Teaching Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Bevier: Home Economics in Education.
Leake: Vocational Education.

DETAILS OF SUBJECTS.

Brown and Others: Clothing Construction.
Jordan: Clothing—Fundamental Problems.
Syllabus of Home Economics: (American Home Economics Association).
Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)
Courses of Study: Ontario.

PHYSICAL EDUCATION

57. (*a*) *Course for Elementary Certificate.*

THEORY (For men and women):

1. *Theory of Gymnastics:*
   (*a*) Consideration of various systems and forms.
   (*b*) Classification of Exercises—
      (i) Massive and Local Exercises.
      (ii) The various Groups and their effects.
   (*c*) The Table—
      (i) Essentials.
      (ii) Movement.
      (iii) The Sequence of Groups.
      (iv) Progression.
      (v) Preparation.
      (vi) Nomenclature.
   (*d*) The General Activity Portion of the Table—
      (i) Its importance and general conduct.
      (ii) The Team System—its introduction and application.
   (*e*) Adaptations to Various Conditions—
      (i) Accommodation and equipment.
      (ii) Length of period.
      (iii) Age.
      (iv) Mixed and separate sexes.
      (v) Weather and season.
      (vi) Classroom work.
      (vii) Time of day and week.
      (viii) Environment.

2. *Technique of Teaching:*
   (*a*) The teacher.
   (*b*) The command.
   (*c*) Demonstration and Presentation.
   (*d*) Correction of Faults.

DETAILS OF SUBJECTS.

(*e*) Place of—
- (i) Imagination.
- (ii) Repetition.
- (iii) Imitation.
- (iv) Music.
- (v) Rhythmical work.

(*f*) Class management and control.

3. *Games and Athletics:*
   (*a*) Their place in the Physical Education scheme.
   (*b*) Theory of play.
   (*c*) The consideration of handling large groups effectively.
   (*d*) Classification of games.
   (*e*) Suitability for various grades and conditions.

4. *Outlines in Anatomy and Physiology:*
   (*a*) Osseous system and articulations.
   (*b*) Skeletal muscle system.
   (*c*) Body mechanics.
   (*d*) Nervous system and muscular control.
   (*e*) Circulatory system.
   (*f*) Respiratory system.

5. *First Aid.*

6. *Health Education.*

PRACTICE (For men):

1. *General Gymnastics:*
   (*a*) Work suitable for Junior High School grades.
   (*b*) Progressive work leading to Middle School grades.
   (*c*) Free standing and elementary apparatus exercises.

2. *Games:*
   (*a*) Group games suitable for all school conditions.
   (*b*) Team games and their fundamentals, including rugby, basketball, hockey, volleyball, softball, soccer, lacrosse.
   (*c*) Track and field activities.

3. *Swimming:*
   (*a*) Land drill in crawl stroke, back stroke (frog kick), sculling.
   (*b*) Practice of these strokes in the water.
   (*c*) Swim sixty feet by any approved stroke.

4. *Teaching Practice—*
   Practice-teaching and supervision of physical activities.

DETAILS OF SUBJECTS.

PRACTICE (For women):

1. *Gymnastice*—For Junior Grades in High School:
   (*a*) Free standing exercises with corrective value and for posture training.
   (*b*) Marching.
   (*c*) Tumbling.
   (*d*) Apparatus.

2. *Games:*
   (*a*) Group games.
   (*b*) Team games—volleyball, soccer, softball, basketball.
   (*c*) Track and field activities.

3. *Dancing:*
   (*a*) Fundamental steps—two-step, polka, schottische, waltz, mazurka.
   (*b*) Dancing technique.
   (*c*) Folk dances, singing games, national dances.

4. *Swimming:*
   (*a*) Land drill in crawl stroke, back stroke (frog kick), sculling.
   (*b*) Practice of these strokes in the water.
   (*c*) Swim sixty feet by any approved stroke.

5. *Teaching Practice:*
   (*a*) Commanding.
   (*b*) Demonstration.
   (*c*) Presentation.
   (*d*) Correction.
   (*e*) Drilling and review.

(*b*) *Course for Specialists' Certificate.*

THEORY (For men and women):

1. *Applied Anatomy and Kinesiology:*
   (*a*) Movements of the chief joints of the body.
   (*b*) Analyses of muscle work in gymnastic movements.

2. *Physiology of Exercise:*
   (*a*) Effect on the muscular, nervous, respiratory, and circulatory systems of—
      (i) Exercise.
      (ii) Work.
      (iii) Rest.
      (iv) Play.

DETAILS OF SUBJECTS.

(*b*) Theory of—
- (i) Fatigue.
- (ii) Breathlessness.
- (iii) Stiffness.
- (iv) Second Wind.
- (v) Overwork.

3. *Corrective Gymnastics:*
   (*a*) Physical examinations.
   (*b*) Postural and physical defects.
   (*c*) Correction and treatment.

4. *Theory of Coaching:*
   (*a*) Technique.
   (*b*) Defensive and Offensive Theories.
   (*c*) Routine of coaching practice.
   (*d*) Training principles.
   (*e*) Sportmanship.
   (*f*) Morale.

5. *Organization and Administration of a Physical Education Department:*
   (*a*) Routine and regulations—
   - (i) Attendance and excuses.
   - (ii) Uniforms.
   - (iii) Penalties.
   - (iv) Care of gymnasium and swimming pool.

   (*b*) Programme—
   - (i) Graded activities for the different classes.
   - (ii) Tests.
   - (iii) Examinations.
   - (iv) Leaders, captains, managers.

   (*c*) Mass Activities—
   - (i) Intramural and inter-school team activities.
   - (ii) Competitions.
   - (iii) Play days and meets.
   - (iv) Parties.
   - (v) Demonstrations and exhibitions.

PRACTICE (For men):

1. *General Gymnastics:*
   (*a*) Review of work suitable for Junior Grades.
   (*b*) Work suitable for Senior Grades.
   (*c*) Corrective exercise on the wall bars.
   (*d*) Progression from elementary to advanced apparatus exercises on all pieces.

DETAILS OF SUBJECTS.

2. *Games:*
   (*a*) Senior group and team games, including volleyball, softball, soccer, lacrosse.
   (*b*) The school team in rugby, basketball, hockey.
   (*c*) Finished technique in all forms of track and field activities.
   (*d*) Organizing, refereeing, coaching.
3. *Swimming:*
   (*a*) Bronze Medallion R.L.S.S.
   (*b*) Honorary Instructor, R.L.S.S.
   (*c*) Sufficient knowledge of various strokes for teaching purposes.
   (*d*) Sufficient knowledge of diving for teaching purposes.
   (*e*) Sufficient knowledge of stunt swimming for teaching purposes.
   (*f*) Water games and racing.
4. *Teaching Practice*—Practice-teaching and supervision of all branches of the work.

PRACTICE (For women):

1. *Gymnastics:*
   (*a*) Review work of Junior Grades.
   (*b*) Advanced work suitable for senior grades.
2. *Games*—Organization, coaching and refereeing of games.
3. *Dancing:*
   (*a*) Advanced dancing technique.
   (*b*) Advanced folk, character, athletic and national dancing.
4. *Swimming:*
   (*a*) Bronze medallion R.L.S.S.
   (*b*) Honorary Instructor, R.L.S.S.
   (*c*) Sufficient knowledge of strokes for teaching purposes.
   (*d*) Sufficient knowledge of diving for teaching purposes.
   (*e*) Sufficient knowledge of stunt swimming.
   (*f*) Water games and racing.
5. *Teaching Practice*—Teaching and supervision in all branches of the work with emphasis on original work.

Books of Reference:

Gymnastics:

Handbook of Physical Education. E. G. Schroeder.
A Textbook of Gymnastics. K. A. Knudsen.
Fundamental Gymnastics. Niels Bukh.
Fundamental Danish Gymnastics. A. Sumption.

DETAILS OF SUBJECTS

Calisthenics. S. C. Staley.
Syllabus of Physical Training (1919).
A Teacher's Manual of Physical Education. Henry Poinzer.
Corrective Physical Education for Groups. Lowman, Colestock and Cooper.
The Teaching of Tactics. Schrader.
Tumbling, Pyramid Building and Stunts. Cotteral.
Health by Stunts. Pearl & Brown.
Adapted Group Gymnastics. Drew.
Gynmastics in Education. Cromie & McKenzie.
Exercises on the Apparatus, Tumbling and Stunts. Wittich & Reuter.
Manual of Corrective Gymnastics. Lippett.
A Handbook of Stunts. Rodgers.

Games and Athletics:

Recreative Athletics. A. S. Barnes & Co.
College Athletics. Lawson Robertson.
Games, Contests and Relays. S. C. Staley.
Book of Games. Forbush & Allen.
Play Activities. LaSalle.
Games for the Playground, Home, School and Gymnasium. Bancroft.
It is to Laugh. Geister.
Ice Breakers. Geister.
What shall We Play. Geister.
The Ice Breaker Herself. Geister.
Croup Contests for the Playground and School. Cromie.
My Basketball Bible. Forest C. Allen.
Basketball for Women. Anderson.
Basketball for Women. Frymir.
Basketball and Indoor Baseball for Women. Frost & Wardlaw.
Volleyball for Women. Montgomery.
Baseball for Women. Palmer.
Field Hockey and Soccer. Frost & Cubberley.
Track and Field for Women. Frymir.
An Athletic Programme. Hillas & Knighton.
Tennis for Women. Anderson.
Athletic Activities for Women and Girls, 115 R. Spaldings.
Rugby. Rockne.

Dancing:

Folk Dances and Singing Games.
Folk Dances of Old Homelands.
Folk Dances of Denmark.

DETAILS OF SUBJECTS

Dances of the People. Elizabeth Burchenal.
Gymnastic and Folk Dancing Books. Hinman. Five Volumes.
The Country Dance Book.
Country Dance Tunes. Cecil Sharpe.
Dance Technique and Rhythms. Pohl & Bergheim.
The Clog Dance Book. Frost.
Clog and Character Dances. Frost.
Natural Rhythms and Dances. Colbey.

Swimming:

The Royal Life Saving Society Handbook.
Swimming. Spalding's Athletic Library.
Swimming Simplified. Sheffield.
The Diving & Swimming Books. G. H. Corson.
Swimming and Watermanship. Handley.

Theory of Physical Education:

Intramural Athletics. Mitchell.
How to Live. Fisher & Fiske.
The New Physical Education. Wood & Cassidy.
Education Through Physical Education. Wayman.
Physical Education Activities for High School Girls. Lea & Febiger.
Source Book in Health and Physical Education. Wood Brownell.
Organization and Administration of Playgrounds and Recreation. Nash.
Dance and Its Place in Education. H. Doubler.
The Organization and Administration of Physical Education. Williams.
The Posture of School Children. Bancroft.
Applied Anatomy and Kinesiology. Bowen & McKenzie.
Exercise in Education and Medicine. McKenzie.
Measuring Motor Ability. Brace.

Seminar in Physical Education. (*For Specialists under* 16 (1)).

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

Books of Reference:

Skarstrom: Gymnastic Teaching.
Knudsen: A Textbook of Gymnastics.
Bukh: Primary Gymnastics.
Staley: Calisthenics (modern methods).
Williams: The Organization and Administration of Physical Education.
Bancroft: The Posture of School Children.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
McKenzie: Exercise in Education and Medicine.
Bundy: Anatomy and Physiology.
Lovett: Round Shoulders and Spinal Curvature.
The American Physical Education Reviews.

ART.

58. (*a*) *Course for the Elementary Certificate.*

Drawing: Principles of drawing; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory; drawing from plants, trees, animals, insects, etc.; outdoor study; museum study.

Design and Applied Art: Principles of design; geometric basis of design; application of design to the decoration of objects; stencilling, wood block, printing, etc.; lettering—history, principles, practice.

Colour: Theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Composition: Principles of composition; pictorial and decorative composition; line, tone and colour composition; poster making; practical applications.

Perspective: Principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(*b*) *Course for the Specialist's Certificate.*

Drawing: Drawing from natural forms; use of pen and ink, brush, charcoal, etc.; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: Modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Painting: Painting from flowers, landscapes, still life; watercolour painting.

Design: A review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design—stencilling, Gesso, jewellery making and other crafts.

Colour: Colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: Principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: Theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: Various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Schools: The Regulations of the Department of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.

Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

SHORTHAND, TYPEWRITING, BOOK-KEEPING

59. (1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

Course in Isaac Pitman Shorthand, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Isaac Pitman Shorthand, Commercial Course New Era Edition. Sir Isaac Pitman & Sons.
Commentary on Pitman's Shorthand, New Era Edition. James W. Taylor.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Phonograph Monthly. Isaac Pitman & Sons.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

Business Letters for Dictation, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Key to Business Letters for Dictation. Sir Isaac Pitman & Sons.
The Expert Dictator. Sir Isaac Pitman & Sons.

(2) Typewritng:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Elementary Typewriting Course. W. G. Edward.

Advanced Typewriting Course. W. G. Edward.

20th Century Touch Typewriting. Southwestern Publishing Co.

The New Rational Typewriting (Can. Edition). Gregg Publishing Co.

Practical Course in Touch Typewriting, Revised Edition. Chas. E. Smith.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Modern Bookkeeping, Course I. J. M. Dent.
Ontario School Bookkeeping, Second Course. W. J. Gage & Co.
Canadian Modern Accounting, Parts I and II. Sprott & Short.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 29th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

(1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library, shall be $25.00.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Intermediate Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of $25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Intermediate certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Announcements—

Social Science, Public Health Nursing, Summer Session, Occupational Therapy, Physiotherapy, Teaching and Administration for Graduate Nurses.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1932-1933

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1932-1933

THE UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

The University

President:.....The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D.
Registrar.....Arthur Bertram Fennell, B.A.
Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A.
Director of Extension Work and Publicity...William James Dunlop, B.A.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Warden of Hart House .....John Burgon Bickersteth, M.A.
Director of University Health Service.....George Dana Porter, M.B.
Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B., D.P.H.
Manager of the University of Toronto Press....Richard J. Hamilton, B.A.

Ontario College of Education

President:.....The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D.
Dean.....William Pakenham, B.A., LL.D.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

1932 CALENDAR 1932

JANUARY						
Sun.	3	10	17	24	31	
Mon.	4	11	18	25	....	
Tues.	5	12	19	26	....	
Wed.	6	13	20	27	....	
Thur.	7	14	21	28	....	
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FEBRUARY						
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MARCH						
Sun.	.	6	13	20	27	
Mon.	.	7	14	21	28	
Tues.	1	8	15	22	29	
Wed.	2	9	16	23	30	
Thur.	3	10	17	24	31	
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APRIL						
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Wed.	.	6	13	20	27	
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MAY						
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Mon.	2	9	16	23	30	
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JUNE						
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Thur.	2	9	16	23	30	
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JULY						
Sun.	3	10	17	24	31	
Mon.	4	11	18	25	....	
Tues.	5	12	19	26	....	
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AUGUST						
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OCTOBER						
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DECEMBER						
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1933 CALENDAR 1933

JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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Sat.	7	14	21	28	....	

NOVEMBER						
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Thur.	2	9	16	23	30	
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Sat.	4	11	18	25	....	

DECEMBER						
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Thur.	7	14	21	28	....	
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Sat.	2	9	16	23	30	....

CALENDAR, 1932-33

1932—July 4.....Summer Session begins.
Aug. 5.....Summer Session closes.
Sept. 26.....Registration Day.
Sept. 27.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 28.....The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept. 29.....Meeting of Council.
Oct. 10.....Thanksgiving Day.
Oct. 21.....Intercollegiate Track Meet.
Nov. 3.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at Soldiers' Tower 11 a.m.
Dec. 1.....Meeting of Council.
Dec. 21.....Last day of Lectures. Term ends at 5 p.m.

1933—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 5.....Meeting of Council.
Feb. 2.....Meeting of Council.
Mar. 2.....Meeting of Council.
Apr. 6.....Meeting of Council.
Apr. 14.....Easter Vacation begins.
April 24.....Spring Term begins.
June 8-9.....University Commencement.
June 16.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teacher of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

ADMISSION

By order of the Board of Governors every candidate for admission must submit a certificate of successful vaccination with his or her application, or agree to submit such certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education and Art, Interim First Class Public School certificates, Elementary certificates in Physical Education, Art and Vocal Music, Intermediate certificates as teachers of Household Science, and certificates of standing in two of Shorthand, Typewriting, and Book-keeping.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 27th, and the instruction will begin September 28th, at 10 a.m. The Autumn Term will end December 21st, at 5 p.m., and the Winter Term will begin January 3rd, at 9 a.m. The Spring Term will begin April 24th and end June 16th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $3.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIPS OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 27th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1932.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(*e*) A certificate from a competent authority that he is a British subject.

(*f*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is $25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be $10.00, or in the case of partial examination, $2.00 per subject. The fee for the University diploma will be $2.00. A library deposit of $1.00 will be required of all students, and a fee of $10.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and French or German or Spanish or Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the courses for standing in two of Shorthand, Typewriting, and Bookkeeping. Under the conditions defined in 34 (*a*) (*c*) they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observations and Practice-teaching.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (*a*) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(*b*) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(*c*) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (*a*) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the final examinations in Part I, each paper in the academic subjects will contain questions in methodology, which will test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 13 (4) (*a*) (iii) and 13 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June must be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance will take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector will not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Permanent First Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School will be exempted from attendance at the Ontario College of Education, Toronto, but will atttend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

(*b*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also obtain a minimum of 75% in a qualifying examination before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate or is an applicant for admission to the examinations therefor without attendance must obtain a minimum of 75% in a qualifying examination before he will be admitted to the examinations for the specialist certificate.

(*c*) A candidate will be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 complies with the requirements for non-professional specialist standing in force in 1932 will be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a Specialist course or examination will be held at the Ontario College of Education annually in December, and will test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the Specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for Admission to a Specialist Course or Examination is taken during the same session as the Specialist Course or Examination there is no additional fee; when it is taken in a different session the fee will be $5.00.

COURSES

17. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, or German, or Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 17 (1) above will be determined by the records of the Observation and

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Observation and the Practice-teaching, respectively.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a Specialist Course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 13 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations will be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 13 (4) (*c*) (iii).

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

21. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

22. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be $5.00 for the course or for the examinations, one or both, as the case may be, or $2.00 for each examination paper.

TEXT-BOOKS

23. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

24. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

25. (1) Students who take the Latin, French, German, Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

26. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

27. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(*c*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) and (*c*) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

28. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in any two of the commercial subjects, Shorthand, Typewriting, and Book-keeping.

FEES

29. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping is an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

30. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

31. (1) The subjects of the course for Elementary certificates in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping are to be found in 55, 57, 58, and 59.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(3) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature and plant forms.
Composition, simple illustration of a given subject.
Applied design and lettering.
Blackboard and memory drawing of lesson subject.

Written tests:

(Three papers)

History of art.
Composition and colour.
Methods of teaching art in schools.
Each subject and each paper shall be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

MUSICAL THEORY

Musical rudiments, expression marks, compass, and management of children's voices, translating from solfa syllables to staff notation and *vice versa*, writing melodies previously memorized, and analyzing chords and discords.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

Practical Examinations:

SIGHT SINGING

(i) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.

(ii) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(iii) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

(i) Singing to lah, an example of ear test suited to any School Form indicated by the examiner.

(ii) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.

(iii) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(i) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.

(ii) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the three Commercial Subjects from which the candidate must choose two:

Written Examinations:

Shorthand Theory; Shorthand, Practice and Transcription; Typewriting; Book-keeping.

There will be one examination paper in each subject and each paper shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 60% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and practical examinations, respectively, or (*d*) in Shorthand, Typewriting and Book-keeping a minimum of 50% of the marks assigned to each examination paper in the two subjects selected.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken the Practice-teaching and all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests. Candidates who fail in the practical tests of only one subject in Physical Education may complete their standing by passing in that subject at a subsequent examination after repeating the course in that subject.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Specialists' course in Physical Education or Art will not be granted, however, to students who are registered in one of the Specialists' courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

(*c*) Students who hold the diploma in Physical Education of the University of Toronto with a final standing not lower than 60% will be admitted to the Elementary and Specialists' Courses in Physical Education, and will be exempted from the practical exercises and tests of both courses but will be required to take the written examinations in both courses and also the Observation and Practice-teaching.

35. Students admitted to the Specialists' course in Physical Education or Art under 34 (*a*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57 (*b*), and those of the course for Specialists' certificates in Art in 58 (*b*).

(*b*) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(*c*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) (i) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail must repeat their attendance and all examinations and tests.

(iv) Male candidates are required to submit their certificates as Cadet Instructors, issued by the Department of Militia and Defence, before they will be granted Specialists' certificates in Physical Education by the Department of Education.

(*b*) (i) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

Practical Tests

Drawing from objects and natural forms.
Blackboard drawing of lesson subject from memory.
Pictorial composition in colour.
Modelling.
Applied design—practical application from given problem.
Drawing from the living model.

Written Examinations

(Five papers)

History of Art; Perspective; Composition and Colour; Design and Applied Art; Methods of Teaching Art in High Schools.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(ii) The requirements to pass are 50% of the marks allotted to each subject of the practical and written examinations respectively and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than two subjects of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' Certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education of Art, as the case may be.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Specialists' certificates as teachers of Physical Education endorsed "not including swimming".

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

40. (*a*) *Principles of Method.* The course will begin with a brief discussion of assignments, types of lessons, questioning, treatment of answers, oral and written exercises, etc., as a preliminary to Observation and Practice-teaching in the schools. This preliminary course will be followed throughout the Autumn term by demonstration lessons with discussions of the principles involved. Early in the Autumn term a list of problems will be assigned to be investigated in these demonstrations, in the students' Observations and Practice-teaching, and in prescribed collateral reading on each problem. The Winter and Spring terms will be devoted to a systematic study of the problems and their solutions as outlined in the Manual on the Principles of Method.

(*b*) *Educational Psychology.*—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.

Adams (Ed.): The New Teaching.
Burt: Mental and Scholastic Tests.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

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Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

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Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Composition.
Bolenius: The Teaching of Literature in Grammar Grades and the High School.
Dickie: Modern Practice in the Teaching of Composition.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Mackaness: Inspirational Teaching.
Fairchild: The Teaching of Poetry in the High School.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Dunn: Social Studies in Secondary Education.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

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Books of Reference in English:

Chubb: The Teaching of English.

Boillot: The Methodical Study of Literature.

Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).

Leonard: Essential Principles of Teaching Reading and Literature.

Newbolt: Report on the Teaching of English in England.

Tomkinson: The Teaching of English.

Articles in "The English Journal" and other journals.

Books of Reference in History:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Dunn: Social Studies in Secondary Education (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Wilson: Education for Responsibility.

First Year-book of the National Council for Social Studies: Aspects of the Social Sciences for Schools.

Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

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The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

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propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Ligda: The Teaching of Elementary Algebra.

Lannes: The Teaching of Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Nunn: The Teaching of Algebra, including Trigonometry.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Wallis: The Teaching of Geography.
Chisholm: Handbook of Commercial Geography.
Lake: Physical Geography.
Brown: Principles of Economic Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

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Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Burlend: First Course in Zoology.
Gregory and Simmons: Lessons in Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

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Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.
Ganot: Text-book in Physics.
Kerner: Natural History of Plants.
Davis: Natural History of Animals.
Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.
Mann: The Teaching of Physics.
Mellor: Modern Inorganic Chemistry.
Twiss: Principles of Science Teaching.
U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

50. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.
Manual of Elementary Agriculture and Horticulture.
Marshall: Microbiology.
Plumb: Types and Breeds of Farm Animals.
Sanderson: Insects of Farm, Garden and Orchard.
Snydes: Soils and Fertilizers.
Warren: Elements of Agriculture.
Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

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CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
Articles in the "Classical Journal".
Seymour: Life in the Homeric Age.
The American Classical Investigation: Report, Parts 1 and 3.

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FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.
Nyrop: Spoken French.

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German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Breul: The Teaching of Modern Foreign Languages.
Cole: Modern Foreign Languages and their Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Henmon: Achievement Tests in Modern Foreign Languages.
Kittson: Theory and Practice of Language Teaching.
Lecoq: L'Enseignement des Langues Vivantes.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Siebs: Die Bühnenaussprache.
Sigwalt: De l'Enseignement des Langues Vivantes.
Sweet: Practical Study of Languages.
Wilkins: Spanish in the High School.

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VOCAL MUSIC.

55. (*a*) *First Class Public School Course.*

Tune: All intervals of the Major Diatonic Scale, from both the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.
Cringan: Teacher's Handbook of Tonic Sol-fa System.
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Hulbert: Breathing for Voice Production.
Mason: How to Teach the Staff Notation.

(*b*) *Course for Elementary Certificate.*

Staff Notation and recognized methods of teaching it.

Sight Singing: Major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

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Ear Training: Tone perception and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument.

Voice Training: Vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice.

Harmony Analysis: Common chords and dissonances; harmonic progressions; passing notes.

Songs: Songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

Books of Reference:

Curwen: How to Observe Harmony.
Cringan: Teachers' Handbook of Tonic-Sol-fa.
Cringan: The New Educational Music Course.
Dunstan: A.B.C. of Musical Theory.
Dunn: Solo Singer's Vade Mecum.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Brown and Haley: The Teaching of Home Economics.
Hanna: Methods of Teaching Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Bevier: Home Economics in Education.
Leake: Vocational Education.

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Brown and Others: Clothing Construction.
Jordan: Clothing—Fundamental Problems.
Syllabus of Home Economics: (American Home Economics Association).
Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)
Courses of Study: Ontario.

PHYSICAL EDUCATION

57. (*a*) *Course for Elementary Certificate.*

THEORY (For men and women):

1. *Theory of Gymnastics:*
   (*a*) Consideration of various systems and forms.
   (*b*) Classification of Exercises—
      (i) Massive and Local Exercises.
      (ii) The various Groups and their effects.
   (*c*) The Table—
      (i) Essentials.
      (ii) Movement.
      (iii) The Sequence of Groups.
      (iv) Progression.
      (v) Preparation.
      (vi) Nomenclature.
   (*d*) The General Activity Portion of the Table—
      (i) Its importance and general conduct.
      (ii) The Team System—its introduction and application.
   (*e*) Adaptations to Various Conditions—
      (i) Accommodation and equipment.
      (ii) Length of period.
      (iii) Age.
      (iv) Mixed and separate sexes.
      (v) Weather and season.
      (vi) Classroom work.
      (vii) Time of day and week.
      (viii) Environment.

2. *Technique of Teaching:*
   (*a*) The teacher.
   (*b*) The command.
   (*c*) Demonstration and Presentation.
   (*d*) Correction of Faults.

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(*e*) Place of—
- (i) Imagination.
- (ii) Repetition.
- (iii) Imitation.
- (iv) Music.
- (v) Rhythmical work.

(*f*) Class management and control.

3. *Games and Athletics:*
   (*a*) Their place in the Physical Education scheme.
   (*b*) Theory of play.
   (*c*) The consideration of handling large groups effectively.
   (*d*) Classification of games.
   (*e*) Suitability for various grades and conditions.

4. *Outlines in Anatomy and Physiology:*
   (*a*) Osseous system and articulations.
   (*b*) Skeletal muscle system.
   (*c*) Body mechanics.
   (*d*) Nervous system and muscular control.
   (*e*) Circulatory system.
   (*f*) Respiratory system.

5. *First Aid.*

6. *Health Education.*

PRACTICE (For men):

1. *General Gymnastics:*
   (*a*) Work suitable for Junior High School grades.
   (*b*) Progressive work leading to Middle School grades.
   (*c*) Free standing and elementary apparatus exercises.

2. *Games:*
   (*a*) Group games suitable for all school conditions.
   (*b*) Team games and their fundamentals, including rugby, basketball, hockey, volleyball, softball, soccer, lacrosse.
   (*c*) Track and field activities.

3. *Swimming:*
   (*a*) Land drill in crawl stroke, back stroke (frog kick), sculling.
   (*b*) Practice of these strokes in the water.
   (*c*) Swim sixty feet by any approved stroke.

4. *Teaching Practice—*
   Practice-teaching and supervision of physical activities.

DETAILS OF SUBJECTS.

PRACTICE (For women):

1. *Gymnastice*—For Junior Grades in High School:
   (*a*) Free standing exercises with corrective value and for posture training.
   (*b*) Marching.
   (*c*) Tumbling.
   (*d*) Apparatus.

2. *Games:*
   (*a*) Group games.
   (*b*) Team games—volleyball, soccer, softball, basketball.
   (*c*) Track and field activities.

3. *Dancing:*
   (*a*) Fundamental steps—two-step, polka, schottische, waltz, mazurka.
   (*b*) Dancing technique.
   (*c*) Folk dances, singing games, national dances.

4. *Swimming:*
   (*a*) Land drill in crawl stroke, back stroke (frog kick), sculling.
   (*b*) Practice of these strokes in the water.
   (*c*) Swim sixty feet by any approved stroke.

5. *Teaching Practice:*
   (*a*) Commanding.
   (*b*) Demonstration.
   (*c*) Presentation.
   (*d*) Correction.
   (*e*) Drilling and review.

(*b*) *Course for Specialists' Certificate.*

THEORY (For men and women):

1. *Applied Anatomy and Kinesiology:*
   (*a*) Movements of the chief joints of the body.
   (*b*) Analyses of muscle work in gymnastic movements.

2. *Physiology of Exercise:*
   (*a*) Effect on the muscular, nervous, respiratory, and circulatory systems of—
      (i) Exercise.
      (ii) Work.
      (iii) Rest.
      (iv) Play.

DETAILS OF SUBJECTS.

(*b*) Theory of—
- (i) Fatigue.
- (ii) Breathlessness.
- (iii) Stiffness.
- (iv) Second Wind.
- (v) Overwork.

3. *Corrective Gymnastics:*
   (*a*) Physical examinations.
   (*b*) Postural and physical defects.
   (*c*) Correction and treatment.

4. *Theory of Coaching:*
   (*a*) Technique.
   (*b*) Defensive and Offensive Theories.
   (*c*) Routine of coaching practice.
   (*d*) Training principles.
   (*e*) Sportmanship.
   (*f*) Morale.

5. *Organization and Administration of a Physical Education Department:*
   (*a*) Routine and regulations—
   - (i) Attendance and excuses.
   - (ii) Uniforms.
   - (iii) Penalties.
   - (iv) Care of gymnasium and swimming pool.

   (*b*) Programme—
   - (i) Graded activities for the different classes.
   - (ii) Tests.
   - (iii) Examinations.
   - (iv) Leaders, captains, managers.

   (*c*) Mass Activities—
   - (i) Intramural and inter-school team activities.
   - (ii) Competitions.
   - (iii) Play days and meets.
   - (iv) Parties.
   - (v) Demonstrations and exhibitions.

PRACTICE (For men):

1. *General Gymnastics:*
   (*a*) Review of work suitable for Junior Grades.
   (*b*) Work suitable for Senior Grades.
   (*c*) Corrective exercise on the wall bars.
   (*d*) Progression from elementary to advanced apparatus exercises on all pieces.

DETAILS OF SUBJECTS.

2. *Games:*
   (*a*) Senior group and team games, including volleyball, softball, soccer, lacrosse.
   (*b*) The school team in rugby, basketball, hockey.
   (*c*) Finished technique in all forms of track and field activities.
   (*d*) Organizing, refereeing, coaching.
3. *Swimming:*
   (*a*) Bronze Medallion R.L.S.S.
   (*b*) Honorary Instructor, R.L.S.S.
   (*c*) Sufficient knowledge of various strokes for teaching purposes.
   (*d*) Sufficient knowledge of diving for teaching purposes.
   (*e*) Sufficient knowledge of stunt swimming for teaching purposes.
   (*f*) Water games and racing.
4. *Teaching Practice*—Practice-teaching and supervision of all branches of the work.

PRACTICE (For women):

1. *Gymnastics:*
   (*a*) Review work of Elementary course.
   (*b*) Advanced work suitable for senior grades.
2. *Games*—Organization, coaching and refereeing of games.
3. *Dancing:*
   (*a*) Advanced dancing technique.
   (*b*) Advanced folk, character, athletic and national dancing.
4. *Swimming:*
   (*a*) Bronze medallion R.L.S.S.
   (*b*) Honorary Instructor, R.L.S.S.
   (*c*) Sufficient knowledge of strokes for teaching purposes.
   (*d*) Sufficient knowledge of diving for teaching purposes.
   (*e*) Sufficient knowledge of stunt swimming.
   (*f*) Water games and racing.
5. *Teaching Practice*—Teaching and supervision in all branches of the work with emphasis on original work.

Books of Reference:

Gymnastics:

Handbook of Physical Education. E. G. Schroeder.
A Textbook of Gymnastics. K. A. Knudsen.
Fundamental Gymnastics. Niels Bukh.
Fundamental Danish Gymnastics. A. Sumption.

DETAILS OF SUBJECTS

Calisthenics. S. C. Staley.
Syllabus of Physical Training (1919).
A Teacher's Manual of Physical Education. Henry Poinzer.
Corrective Physical Education for Groups. Lowman, Colestock and Cooper.
The Teaching of Tactics. Schrader.
Tumbling, Pyramid Building and Stunts. Cotteral.
Health by Stunts. Pearl & Brown.
Adapted Group Gymnastics. Drew.
Gynmastics in Education. Cromie & McKenzie.
Exercises on the Apparatus, Tumbling and Stunts. Wittich & Reuter.
Manual of Corrective Gymnastics. Lippett.
A Handbook of Stunts. Rodgers.

Games and Athletics:

Recreative Athletics. A. S. Barnes & Co.
College Athletics. Lawson Robertson.
Games, Contests and Relays. S. C. Staley.
Book of Games. Forbush & Allen.
Play Activities. LaSalle.
Games for the Playground, Home, School and Gymnasium. Bancroft.
It is to Laugh. Geister.
Ice Breakers. Geister.
What shall We Play. Geister.
The Ice Breaker Herself. Geister.
Croup Contests for the Playground and School. Cromie.
My Basketball Bible. Forest C. Allen.
Basketball for Women. Anderson.
Basketball for Women. Frymir.
Basketball and Indoor Baseball for Women. Frost & Wardlaw.
Volleyball for Women. Montgomery.
Baseball for Women. Palmer.
Field Hockey and Soccer. Frost & Cubberley.
Track and Field for Women. Frymir.
An Athletic Programme. Hillas & Knighton.
Tennis for Women. Anderson.
Athletic Activities for Women and Girls, 115 R. Spaldings.
Rugby. Rockne.

Dancing:

Folk Dances and Singing Games.
Folk Dances of Old Homelands.
Folk Dances of Denmark.

DETAILS OF SUBJECTS

Dances of the People. Elizabeth Burchenal.
Gymnastic and Folk Dancing Books. Hinman. Five Volumes.
The Country Dance Book.
Country Dance Tunes. Cecil Sharpe.
Dance Technique and Rhythms. Pohl & Bergheim.
The Clog Dance Book. Frost.
Clog and Character Dances. Frost.
Natural Rhythms and Dances. Colbey.

Swimming:

The Royal Life Saving Society Handbook.
Swimming. Spalding's Athletic Library.
Swimming Simplified. Sheffield.
The Diving & Swimming Books. G. H. Corson.
Swimming and Watermanship. Handley.

Theory of Physical Education:

Intramural Athletics. Mitchell.
How to Live. Fisher & Fiske.
The New Physical Education. Wood & Cassidy.
Education Through Physical Education. Wayman.
Physical Education Activities for High School Girls. Lea & Febiger.
Source Book in Health and Physical Education. Wood Brownell.
Organization and Administration of Playgrounds and Recreation. Nash.
Dance and Its Place in Education. H. Doubler.
The Organization and Administration of Physical Education. Williams.
The Posture of School Children. Bancroft.
Applied Anatomy and Kinesiology. Bowen & McKenzie.
Exercise in Education and Medicine. McKenzie.
Measuring Motor Ability. Brace.

ART.

58. (*a*) *Course for the Elementary Certificate.*

Drawing: Principles of drawing; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory; drawing from plants, trees, animals, insects, etc.; outdoor study; museum study.

Design and Applied Art: Principles of design; geometric basis of design; application of design to the decoration of objects; stencilling, wood block, printing, etc.; lettering—history, principles, practice.

Colour: Theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Composition: Principles of composition; pictorial and decorative composition; line, tone and colour composition; poster making; practical applications.

Perspective: Principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(*b*) *Course for the Specialist's Certificate.*

Drawing: Drawing from natural forms; use of pen and ink, brush, charcoal, etc.; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: Modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Painting: Painting from flowers, landscapes, still life; watercolour painting.

Design: A review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design—stencilling, Gesso, jewellery making and other crafts.

Colour: Colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: Principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: Theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: Various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Schools: The Regulations of the Department of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.

Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

SHORTHAND, TYPEWRITING, BOOK-KEEPING

59. (1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

Course in Isaac Pitman Shorthand, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Isaac Pitman Shorthand, Commercial Course New Era Edition. Sir Isaac Pitman & Sons.
Commentary on Pitman's Shorthand, New Era Edition. James W. Taylor.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Phonograph Monthly. Isaac Pitman & Sons.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

Business Letters for Dictation, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Key to Business Letters for Dictation. Sir Isaac Pitman & Sons.
The Expert Dictator. Sir Isaac Pitman & Sons.

(2) Typewritng:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Elementary Typewriting Course. W. G. Edward.
Advanced Typewriting Course. W. G. Edward.
20th Century Touch Typewriting. Southwestern Publishing Co.
The New Rational Typewriting (Can. Edition). Gregg Publishing Co.
Practical Course in Touch Typewriting, Revised Edition. Chas. E. Smith.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Modern Bookkeeping, Course I. J. M. Dent.
Ontario School Bookkeeping, Second Course. W. J. Gage & Co.
Canadian Modern Accounting, Parts I and II. Sprott & Short.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 27th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

(1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library, shall be $25.00.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Intermediate Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of $25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Intermediate certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions, except as provided in 4 below.

3. Except as provided in 4 below the course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

4. The candidate shall elect one subject from Group A and one from Group B, but, up to and including May, 1934, he may, at the option of the instructor concerned, substitute a thesis on an approved topic for the attendance and examination prescribed in the third subject.

5. (*a*) The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

(*b*) The thesis, if substituted for one of the subjects, shall be submitted on or before May 1st.

6. The fee for registration is $5. The fee for the Summer Session is $10. The fee for the regular Session, which shall include the examination and library fees, is $25. The fee for examination is $3 for each subject. The fee for the degree is $20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

7. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject or to the thesis. The candidate who obtains 60 per cent. of the marks of each subject or of the thesis, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtain 60 per cent. of the marks of each subject or of the thesis and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

8. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall have completed the course for the degree of Bachelor of Pedagogy before he is admitted to the course for the degree of Doctor of Pedagogy.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The Course shall consist of one subject and a thesis as defined in Section 5.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the

School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof.

6. The fee for registration, if not already registered in the B.Paed. Courses, is $5. The fee for the Summer Session is $10; that for the regular Session, which shall include the examination and library fees, $25. The fee for examination is $3 for each subject. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

EDUCATION SCHOLARSHIPS

Several scholarships of not less than $500 each are offered to teachers who undertake to pursue graduate work in Education. On the recommendation of the instructors concerned these scholarships may be renewed for a second year.

Applications for these scholarships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula –
Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Announcements—
Social Science, Public Health Nursing, Summer Session, Occupational Therapy, Physiotherapy, Teaching and Administration for Graduate Nurses.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1933-1934

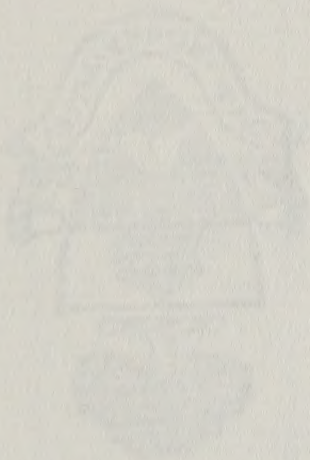
UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1933-1934

THE UNIVERSITY OF TORONTO PRESS



ADMINISTRATIVE OFFICERS

The University

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Registrar.....Arthur Bertram Fennell, B.A.
Bursar.....Ferdinand Albert Mouré, Mus.Doc.
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Manager of the University of Toronto Press....Richard J. Hamilton, B.A.

Ontario College of Education

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Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

CALENDAR, 1933-34

1933—July 3.....Summer Session begins.
Aug. 4.....Summer Session closes.
Sept. 25.....Registration Day.
Sept. 26.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 27.....The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept. 28.....Meeting of Council.
Oct. 9.....Thanksgiving Day.
Oct. 11.....Interfaculty Track Meet.
Nov. 2.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at Soldiers' Tower 11 a.m. No lectures or laboratory classes from 10 a.m. to 12 noon.
Dec. 7.....Meeting of Council.
Dec. 21.....Last day of Lectures. Term ends at 5 p.m.

1934—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 4.....Meeting of Council.
Feb. 1.....Meeting of Council.
Mar. 1.....Meeting of Council.
Mar. 30.....Easter Vacation begins.
Apr. 5.....Meeting of Council.
Apr. 9.....Spring Term begins.
June 7, 8.....University Commencement.
June 15.....Session closes.

1933 CALENDAR 1933

JANUARY						FEBRUARY						MARCH					
Sun.	1	8	15	22	29	Sun.	.	5	12	19	26	Sun.	.	5	12	19	26
Mon.	2	9	16	23	30	Mon.	.	6	13	20	27	Mon.	.	6	13	20	27
Tues.	3	10	17	24	31	Tues.	.	7	14	21	28	Tues.	.	7	14	21	28
Wed.	4	11	18	25	....	Wed.	1	8	15	22	....	Wed.	1	8	15	22	29
Thur.	5	12	19	26	....	Thur.	2	9	16	23	....	Thur.	2	9	16	23	30
Fri.	6	13	20	27	....	Fri.	3	10	17	24	....	Fri.	3	10	17	24	31
Sat.	7	14	21	28	....	Sat.	4	11	18	25	....	Sat.	4	11	18	25	....

APRIL						MAY						JUNE					
Sun.	2	9	16	23	30	Sun.	.	7	14	21	28	Sun.	.	4	11	18	25
Mon.	3	10	17	24	....	Mon.	1	8	15	22	29	Mon.	.	5	12	19	26
Tues.	4	11	18	25	....	Tues.	2	9	16	23	30	Tues.	.	6	13	20	27
Wed.	5	12	19	26	....	Wed.	3	10	17	24	31	Wed.	.	7	14	21	28
Thur.	6	13	20	27	....	Thur.	4	11	18	25	....	Thur.	1	8	15	22	29
Fri.	.	7	14	21	28	....	Fri.	5	12	19	26	....	Fri.	2	9	16	23	30
Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....	Sat.	3	10	17	24	....

JULY						AUGUST					
Sun.	2	9	16	23	30	Sun.	.	6	13	20	27
Mon.	3	10	17	24	31	Mon.	.	7	14	21	28
Tues.	4	11	18	25	....	Tues.	1	8	15	22	29
Wed.	5	12	19	26	....	Wed.	2	9	16	23	30
Thur.	6	13	20	27	....	Thur.	3	10	17	24	31
Fri.	.	7	14	21	28	....	Fri.	4	11	18	25	....
Sat.	1	8	15	22	29	....	Sat.	5	12	19	26	....

SEPTEMBER						OCTOBER						NOVEMBER					
Sun.	.	3	10	17	24	Sun.	1	8	15	22	29	Sun.	.	5	12	19	26
Mon.	.	4	11	18	25	Mon.	2	9	16	23	30	Mon.	.	6	13	20	27
Tues.	.	5	12	19	26	Tues.	3	10	17	24	31	Tues.	.	7	14	21	28
Wed.	.	6	13	20	27	Wed.	4	11	18	25	....	Wed.	1	8	15	22	29
Thur.	.	7	14	21	28	Thur.	5	12	19	26	....	Thur.	2	9	16	23	30
Fri.	1	8	15	22	29	Fri.	6	13	20	27	....	Fri.	3	10	17	24	....
Sat.	2	9	16	23	30	Sat.	7	14	21	28	....	Sat.	4	11	18	25	....

DECEMBER						
Sun.	3	10	17	24	31	
Mon.	4	11	18	25	....	
Tues.	5	12	19	26	....	
Wed.	6	13	20	27	....	
Thur.	7	14	21	28	....	
Fri.	1	8	15	22	29	....
Sat.	2	9	16	23	30	....

1934 CALENDAR 1934

JANUARY						FEBRUARY						MARCH					
Sun.	.	7	14	21	28	Sun.	.	4	11	18	25	Sun.	.	4	11	18	25
Mon.	1	8	15	22	29	Mon.	.	5	12	19	26	Mon.	.	5	12	19	26
Tues.	2	9	16	23	30	Tues.	.	6	13	20	27	Tues.	.	6	13	20	27
Wed.	3	10	17	24	31	Wed.	.	7	14	21	28	Wed.	.	7	14	21	28
Thur.	4	11	18	25	....	Thur.	1	8	15	22	....	Thur.	1	8	15	22	29
Fri.	5	12	19	26	....	Fri.	2	9	16	23	....	Fri.	2	9	16	23	30
Sat.	6	13	20	27	....	Sat.	3	10	17	24	....	Sat.	3	10	17	24	31

APRIL						MAY						JUNE					
Sun.	1	8	15	22	29	Sun.	.	6	13	20	27	Sun.	.	3	10	17	24
Mon.	2	9	16	23	30	Mon.	.	7	14	21	28	Mon.	.	4	11	18	25
Tues.	3	10	17	24	....	Tues.	1	8	15	22	29	Tues.	.	5	12	19	26
Wed.	4	11	18	25	....	Wed.	2	9	16	23	30	Wed.	.	6	13	20	27
Thur.	5	12	19	26	....	Thur.	3	10	17	24	31	Thur.	.	7	14	21	28
Fri.	6	13	20	27	....	Fri.	4	11	18	25	....	Fri.	1	8	15	22	29
Sat.	7	14	21	28	....	Sat.	5	12	19	26	....	Sat.	2	9	16	23	30

JULY						AUGUST					
Sun.	1	8	15	22	29	Sun.	.	5	12	19	26
Mon.	2	9	16	23	30	Mon.	.	6	13	20	27
Tues.	3	10	17	24	31	Tues.	.	7	14	21	28
Wed.	4	11	18	25	....	Wed.	1	8	15	22	29
Thur.	5	12	19	26	....	Thur.	2	9	16	23	30
Fri.	6	13	20	27	....	Fri.	3	10	17	24	31
Sat.	7	14	21	28	....	Sat.	4	11	18	25	....

SEPTEMBER						OCTOBER						NOVEMBER					
Sun.	2	9	16	23	30	Sun.	.	7	14	21	28	Sun.	.	4	11	18	25
Mon.	3	10	17	24	....	Mon.	1	8	15	22	29	Mon.	.	5	12	19	26
Tues.	4	11	18	25	....	Tues.	2	9	16	23	30	Tues.	.	6	13	20	27
Wed.	5	12	19	26	....	Wed.	3	10	17	24	31	Wed.	.	7	14	21	28
Thur.	6	13	20	27	....	Thur.	4	11	18	25	....	Thur.	1	8	15	22	29
Fri.	.	7	14	21	28	....	Fri.	5	12	19	26	....	Fri.	2	9	16	23	30
Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....	Sat.	3	10	17	24	....

DECEMBER						
Sun.	2	9	16	23	30	
Mon.	3	10	17	24	31	
Tues.	4	11	18	25	....	
Wed.	5	12	19	26	....	
Thur.	6	13	20	27	....	
Fri.	.	7	14	21	28	....
Sat.	1	8	15	22	29	....

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teacher of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

ADMISSION

By order of the Board of Governors every candidate for admission must submit a certificate of successful vaccination with his or her application, or agree to submit such certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education and Art, Interim First Class Public School certificates, Interim Elementary certificates in Physical Education, Art and Vocal Music, Interim Intermediate certificates as teachers of Household Science, and certificates of standing in two of Shorthand, Typewriting, and Book-keeping.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Monday, September 25th, and the instruction will begin September 26th, at 10 a.m. The Autumn Term will end December 21st, at 5 p.m., and the Winter Term will begin January 3rd, at 9 a.m. The Spring Term will begin April 9th and end June 15th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $3.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 26th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1933.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

7. (*a*) The registration fee on enrolment in the course for Interim High School Assistants' certificates or in one or more subjects of said course is $5.

(*b*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Interim High School Assistants' certificates or $5 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Interim High School Asssitants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(*c*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance is $10 for the course or $2 for each subject of the course.

(*d*) The fee for the University diploma is $2. A library deposit of $1 will be required of all students, and a fee of $10 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils.

All fees are payable to the bursar. The registration and tuition fees and the fees for membership in Hart House and the Students' Administrative Councils must be paid during the first month of enrolment. Examination fees must be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session will not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take, if they possess the required academic qualifications, a Specialist's course, and *must* also take the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the course for standing in two of Shorthand, Typewriting, and Book-keeping. Under the conditions defined in 34 (*a*) (*c*) they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observations and Practice-teaching.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (*a*) The lectures will be distributed among the various prescribed subjects approximately as follows: Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50.

(*b*) The courses in the Science of Education and School Management and Law will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(*c*) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

(*b*) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(*c*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*d*) At the final examinations in Part I, each paper in the academic subjects will contain questions in methodology, which will test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 13 (4) (*a*) (iii) and 13 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June must be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance will take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector will not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Permanent First Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School will be exempted from attendance

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

at the Ontario College of Education, Toronto, but will atttend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistants' certificate will be exempted from further attendance and may complete their standing for said certificates under the following conditions: (i) Candidates who fail in the practical test in teaching will be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I will rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*b*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also obtain a minimum of 75% in a qualifying examination before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate or is an applicant for admission to the examinations therefor without attendance must obtain a minimum of 75% in a qualifying examination before he will be admitted to the examinations for the specialist certificate.

(*c*) A candidate will be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 complies with the requirements for non-professional specialist standing in force in 1932 will be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a Specialist course or examination will be held at the Ontario College of Education annually in December, and will test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the Specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a Specialist Course or Examination is taken during the same session as the Specialist Course or Examination there is no additional fee; when it is taken in a different session the fee will be $5.00.

COURSES

17. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education

EXAMINATIONS

SUBJECTS AND STANDARDS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 17 (1) above will be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a Specialist Course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 13 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations will be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 13 (4) (*c*) (iii).

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

21. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

22. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be $5.00 for the course or for the examinations, one or both, as the case may be, or $2.00 for each examination paper.

TEXT-BOOKS

23. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

24. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

25. (1) Students who take the Latin, French, German, Spanish, or Greek of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

26. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

27. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(*c*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) and (*c*) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

28. Students who have been admitted to the course for Interim High School Assistants' certificates *must* take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in any two of the commercial subjects, Shorthand, Typewriting, and Book-keeping.

FEES

29. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping is an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

30. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

31. (1) The subjects of the course for Elementary certificates in Vocal Music or Physical Education or Art or for standing in two of Shorthand, Typewriting, and Book-keeping are to be found in 55, 57, 58, and 59.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(3) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature and plant forms.
Composition, simple illustration of a given subject.
Applied design and lettering.
Blackboard and memory drawing of lesson subject.

Written tests:

(Three papers)

History of art.
Composition and colour.
Methods of teaching art in schools.

Each subject of the written and practical tests will be valued at 100. In each subject of the practical tests 50% of the marks will be assigned to sessional tests and 50% to final tests.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

MUSICAL THEORY

Musical rudiments, expression marks, compass, and management of children's voices, translating from solfa syllables to staff notation and *vice versa*, writing melodies previously memorized, and analyzing chords and discords.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

Practical Examinations:

SIGHT SINGING

(i) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.

(ii) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(iii) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

(i) Singing to lah, an example of ear test suited to any School Form indicated by the examiner.

(ii) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.

(iii) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(i) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.

(ii) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the three Commercial Subjects from which the candidate must choose two:

Written Examinations:

Shorthand, including Theory, Practice and Transcription; Typewriting; Book-keeping.

There will be an examination in each subject and each examination shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to the subject of the written test and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject of the written tests and of 50% of the marks assigned to each subject of the practical tests, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and practical tests, respectively, or (*d*) in Shorthand, Typewriting and Book-keeping a minimum of 50% of the marks assigned to each examination paper in the two subjects selected.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following regulations:

(i) Candidates in Physical Education who fail in the one subject of the written test or in one subject of the practical tests or who fail in the one subject of the written test and in one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. Subject to the condition that credit will be allowed for a pass standing in the subject of the written test, all other unsuccessful candidates must repeat the course for a certificate.

(ii) Candidates in Art who fail in one subject of the written tests or in one subject of the practical tests or who fail on one subject of both written and practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Candidates who pass in the subjects of the written tests and fail in more than one subject of the practical tests must repeat the course in all the subjects of the practical tests.

Candidates who pass in the subjects of the practical tests and fail in more than one subject of the written tests will be allowed credit for the subjects of the practical tests but will repeat the course in attendance in all the subjects of the written tests. If, however, such candidates obtained at least 40% in the subjects of failure, they will not be required to repeat the course in attendance but will be permitted to take the final written tests.

(iii) Candidates in Vocal Music who fail in the written tests or in not more than one subject of the practical tests, or who fail in the written tests and in not more than one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. All other candidates who fail must repeat the course for a certificate.

(iv) Candidates in the subjects of the Commercial Course will be allowed credit towards and Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

Note: The regulations and courses for Specialists' certificates in Physical Education and Art as given herein are subject to such amendments as may appear in Provincial Circulars 35G *and* I, 1933.

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Specialists' course in Physical Education or Art will not be granted, however, to students who are registered in one of the Specialists' courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

(*c*) Students who hold the diploma in Physical Education of the University of Toronto with a final standing not lower than 60% will be admitted to the Elementary and Specialists' Courses in Physical Education, and will be exempted from the practical exercises and tests of both courses but will be required to take the written examinations in both courses and also the Observation and Practice-teaching.

35. Students admitted to the Specialists' course in Physical Education or Art under 34 (*a*) (*c*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57 (*b*), and those of the course for Specialists' certificates in Art in 58 (*b*).

(*b*) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(*c*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) (i) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail must repeat their attendance and all examinations and tests.

(iv) Male candidates are required to submit their certificates as Cadet Instructors, issued by the Department of Militia and Defence, before they will be granted Specialists' certificates in Physical Education by the Department of Education.

(*b*) (i) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

Practical Tests

Drawing from objects and natural forms.
Blackboard drawing of lesson subject from memory.
Pictorial composition in colour.
Modelling.
Applied design—practical application from given problem.
Drawing from the living model.

Written Examinations

(Five papers)

History of Art; Perspective; Composition and Colour; Design and Applied Art; Methods of Teaching Art in High Schools.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(ii) The requirements to pass are 50% of the marks allotted to each subject of the practical and written examinations respectively and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than two subjects of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education of Art, as the case may be.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Specialists' certificates as teachers of Physical Education endorsed "not including swimming".

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

40. (*a*) *Principles of Method.* The course will begin with a brief discussion of assignments, types of lessons, questioning, treatment of answers, oral and written exercises, etc., as a preliminary to Observation and Practice-teaching in the schools. This preliminary course will be followed throughout the Autumn term by demonstration lessons with discussions of the principles involved. Early in the Autumn term a list of problems will be assigned to be investigated in these demonstrations, in the students' Observations and Practice-teaching, and in prescribed collateral reading on each problem. The Winter and Spring terms will be devoted to a systematic study of the problems and their solutions as outlined in the Manual on the Principles of Method.

(*b*) *Educational Psychology.*—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.

Adams (Ed.): The New Teaching.
Burt: Mental and Scholastic Tests.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

DETAILS OF SUBJECTS.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Mackaness: Inspirational Teaching.
Fairchild: The Teaching of Poetry in the High School.
Fowler: The Art of Teaching English.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Dunn: Social Studies in Secondary Education.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

DETAILS OF SUBJECTS.

Books of Reference in English:

Chubb: The Teaching of English.

Boillot: The Methodical Study of Literature.

Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).

Leonard: Essential Principles of Teaching Reading and Literature.

Newbolt: Report on the Teaching of English in England.

Tomkinson: The Teaching of English.

Articles in "The English Journal" and other journals.

Books of Reference in History:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Dunn: Social Studies in Secondary Education (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Wilson: Education for Responsibility.

First Year-book of the National Council for Social Studies: Aspects of the Social Sciences for Schools.

Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

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The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

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propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Ligda: The Teaching of Elementary Algebra.

Lannes: The Teaching of Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Nunn: The Teaching of Algebra, including Trigonometry.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Wallis: The Teaching of Geography.
Chisholm: Handbook of Commercial Geography.
Lake: Physical Geography.
Brown: Principles of Economic Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

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Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Burlend: First Course in Zoology.
Gregory and Simmons: Lessons in Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

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Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.
Ganot: Text-book in Physics.
Kerner: Natural History of Plants.
Davis: Natural History of Animals.
Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.
Mann: The Teaching of Physics.
Mellor: Modern Inorganic Chemistry.
Twiss: Principles of Science Teaching.
U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental Regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present Regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection lantern; the moving picture machine; agricultural periodicals, reference books and other sources of information; the school garden, planning and

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care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.

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SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
Articles in the "Classical Journal".
Seymour: Life in the Homeric Age.
The American Classical Investigation: Report. Parts 1 and 3.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

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Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.
Nyrop: Spoken French.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free repro-

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duction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Breul: The Teaching of Modern Foreign Languages.
Cole: Modern Foreign Languages and their Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Henmon: Achievement Tests in Modern Foreign Languages.
Kittson: Theory and Practice of Language Teaching.
Lecoq: L'Enseignement des Langues Vivantes.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Siebs: Die Bühnenaussprache.
Sigwalt: De l'Enseignement des Langues Vivantes.
Sweet: Practical Study of Languages.
Wilkins: Spanish in the High School.

VOCAL MUSIC.

55. (*a*) *First Class Public School Course.*

Tune: All intervals of the Major Diatonic Scale, from both the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

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Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.
Cringan: Teacher's Handbook of Tonic Sol-fa System.
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Hulbert: Breathing for Voice Production.
Mason: How to Teach the Staff Notation.

(*b*) *Course for Elementary Certificate.*

Staff Notation and recognized methods of teaching it.

Sight Singing: Major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

Ear Training: Tone perception and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument.

Voice Training: Vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice.

Harmony Analysis: Common chords and dissonances; harmonic progressions; passing notes.

Songs: Songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

Books of Reference:

Curwen: How to Observe Harmony.
Cringan: Teachers' Handbook of Tonic-Sol-fa.
Cringan: The New Educational Music Course.
Dunstan: A.B.C. of Musical Theory.
Dunn: Solo Singer's Vade Mecum.

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SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.

Brown and Haley: The Teaching of Home Economics.

Hanna: Methods of Teaching Home Economics.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Bevier: Home Economics in Education.

Leake: Vocational Education.

Brown and Others: Clothing Construction.

Jordan: Clothing—Fundamental Problems.

Syllabus of Home Economics: (American Home Economics Association).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)

Courses of Study: Ontario.

57. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY (For men and women):

(a) THEORY OF GYMNASTICS:

Consideration of various systems and forms.

Classification of Exercises—massive and local exercises; the various groups and their effects.

The Table—essentials, movement, the sequence of groups, progression, preparation, nomenclature.

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The General Activity Portion of the Table—its importance and general conduct, the team system—its introduction and application.

Adaptations to Various Conditions—accommodation and equipment, length of period, age, mixed and separate sexes, weather and season, classroom work, time of day and week, environment.

(b) TECHNIQUE OF TEACHING:—the teacher, the command, demonstration and presentation, correction of faults; place of imagination, repetition, imitation, music, rhythmical work; class management and control.

(c) GAMES AND ATHLETICS: their place in the Physical Education scheme; theory of play; the consideration of handling large groups effectively; classification of games; suitability for various grades and conditions.

(d) OUTLINES IN ANATOMY AND PHYSIOLOGY: osseous system and articulations; skeletal muscle system; body mechanics; nervous system and muscular control; circulatory system; respiratory system.

(e) FIRST AID.

(f) HEALTH EDUCATION.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: work suitable for Junior High School grades; progressive work leading to Middle School grades; free standing and elementary apparatus exercises.

(b) GAMES: group games suitable for all school conditions; team games and their fundamentals, including rugby, basketball, hockey, volleyball, softball, soccer, lacrosse; track and field activities.

(c) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(d) TEACHING PRACTICE: practice-teaching and supervision of physical activities.

PRACTICE (For women):

(a) GYMNASTICS—For Junior Grades in High School: free standing exercises with corrective value and for posture training; marching; tumbling; apparatus.

(b) GAMES: group games; team games—volleyball, soccer, softball, basketball; track and field activities.

(c) DANCING: fundamental steps—two-step, polka, schottische, waltz, mazurka; dancing technique; folk dances, singing games, national dances.

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(d) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(e) TEACHING PRACTICE: commanding; demonstration; presentation; correction; drilling and review.

COURSE FOR SPECIALISTS' CERTIFICATE

THEORY (For men and women):

(a) APPLIED ANATOMY AND KINESIOLOGY: movements of the chief joints of the body; analyses of muscle work in gymnastic movements.

(b) PHYSIOLOGY OF EXERCISE: effect on the muscular, nervous, respiratory, and circulatory systems of—exercise, work, rest, play; theory of—fatigue, breathlessness, stiffness, second wind, overwork.

(c) CORRECTIVE GYMNASTICS: physical examinations; postural and physical defects; correction and treatment.

(d) THEORY OF COACHING: technique; defensive and offensive theories; routine of coaching practice; training principles; sportsmanship; morale.

(e) ORGANZATION AND ADMINISTRATION OF A PHYSICAL EDUCATION DEPARTMENT: routine and regulations—attendance and excuses, uniforms, penalties, care of gymnasium and swimming pool; programme—graded activities for the different classes, tests, examinations, leaders, captains, managers; mass activities—intramural and inter-school team activities, competitions, play days and meets, parties, demonstrations and exhibitions.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: review of work suitable for Junior Grades; work suitable for Senior Grades; corrective exercise on the wall bars; progression from elementary to advanced apparatus exercises on all pieces.

(b) GAMES: senior group and team games, including volleyball, softball, soccer, lacrosse; the school team in rugby, basketball, hockey; finished technique in all forms of track and field activities; organizing, refereeing, coaching.

(c) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of various strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming for teaching purposes; water games and racing.

(d) TEACHING PRACTICE—practice-teaching and supervision of all branches of the work.

PRACTICE (For women):

(a) GYMNASTICS: review work of Elementary course; advanced work suitable for senior grades.

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(b) GAMES—organization, coaching and refereeing of games.

(c) DANCING: advanced dancing technique; advanced folk, character, athletic and national dancing.

(d) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming; water games and racing.

(e) TEACHING PRACTICE—teaching and supervision in all branches of the work with emphasis on original work.

Books of Reference:

Gymnastics:

Handbook of Physical Education. E. G. Schroeder.
A Textbook of Gymnastics. K. A. Knudsen.
Fundamental Gymnastics. Niels Bukh.
Fundamental Danish Gymnastics. A. Sumption.
Calisthenics. S. C. Staley.
Syllabus of Physical Training (1919).
A Teacher's Manual of Physical Education. Henry Poinzer.
Corrective Physical Education for Groups. Lowman, Colestock and Cooper.
The Teaching of Tactics. Schrader.
Tumbling, Pyramid Building and Stunts. Cotteral.
Health by Stunts. Pearl & Brown.
Adapted Group Gymnastics. Drew.
Gymnastics in Education. Cromie & McKenzie.
Exercises on the Apparatus, Tumbling and Stunts. Wittich & Reuter.
Manual of Corrective Gymnastics. Lippett.
A Handbook of Stunts. Rodgers.

Games and Athletics:

Recreative Athletics. A. S. Barnes & Co.
College Athletics. Lawson Robertson.
Games, Contests and Relays. S. C. Staley.
Book of Games. Forbush & Allen.
Play Activities. LaSalle.
Games for the Playground, Home, School and Gymnasium. Bancroft.
It is to Laugh. Geister.
Ice Breakers. Geister.
What shall We Play. Geister.
The Ice Breaker Herself. Geister.
Croup Contests for the Playground and School. Cromie.

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My Basketball Bible. Forest C. Allen.
Basketball for Women. Anderson.
Basketball for Women. Frymir.
Basketball and Indoor Baseball for Women. Frost & Wardlaw.
Volleyball for Women. Montgomery.
Baseball for Women. Palmer.
Field Hockey and Soccer. Frost & Cubberley.
Track and Field for Women. Frymir.
An Athletic Programme. Hillas & Knighton.
Tennis for Women. Anderson.
Athletic Activities for Women and Girls, 115 R. Spaldings.
Rugby. Rockne.

Dancing:

Folk Dances and Singing Games.
Folk Dances of Old Homelands.
Folk Dances of Denmark.
Dances of the People. Elizabeth Burchenal.
Gymnastic and Folk Dancing Books. Hinman. Five Volumes.
The Country Dance Book.
Country Dance Tunes. Cecil Sharpe.
Dance Technique and Rhythms. Pohl & Bergheim.
The Clog Dance Book. Frost.
Clog and Character Dances. Frost.
Natural Rhythms and Dances. Colbey.

Swimming:

The Royal Life Saving Society Handbook.
Swimming. Spalding's Athletic Library.
Swimming Simplified. Sheffield.
The Diving & Swimming Books. G. H. Corson.
Swimming and Watermanship. Handley.

Theory of Physical Education:

Intramural Athletics. Mitchell.
How to Live. Fisher & Fiske.
The New Physical Education. Wood & Cassidy.
Education Through Physical Education. Wayman.
Physical Education Activities for High School Girls. Lea & Febiger.
Source Book in Health and Physical Education. Wood Brownell.
Organization and Administration of Playgrounds and Recreation. Nash.

DETAILS OF SUBJECTS

Dance and Its Place in Education. H. Doubler.
The Organization and Administration of Physical Education. Williams.
The Posture of School Children. Bancroft.
Applied Anatomy and Kinesiology. Bowen & McKenzie.
Exercise in Education and Medicine. McKenzie.
Measuring Motor Ability. Brace.

ART.

58. (*a*) *Course for the Elementary Certificate.*

Drawing: Principles of drawing; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory; drawing from plants, trees, animals, insects, etc.; outdoor study; museum study.

Design and Applied Art: Principles of design; geometric basis of design; application of design to the decoration of objects; stencilling, wood block, printing, etc.; lettering—history, principles, practice.

Colour: Theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Composition: Principles of composition; pictorial and decorative composition; line, tone and colour composition; poster making; practical applications.

Perspective: Principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(*b*) *Course for the Specialist's Certificate.*

Drawing: Drawing from natural forms; use of pen and ink, brush, charcoal, etc.; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: Modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Painting: Painting from flowers, landscapes, still life; watercolour painting.

Design: A review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design—stencilling, Gesso, jewellery making and other crafts.

Colour: Colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: Principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: Theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: Various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Schools: The Regulations of the Department of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.

Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

SHORTHAND, TYPEWRITING, BOOK-KEEPING

59. (1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

Course in Isaac Pitman Shorthand, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Isaac Pitman Shorthand, Commercial Course New Era Edition. Sir Isaac Pitman & Sons.
Commentary on Pitman's Shorthand, New Era Edition. James W. Taylor.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Phonograph Monthly. Isaac Pitman & Sons.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

Business Letters for Dictation, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Key to Business Letters for Dictation. Sir Isaac Pitman & Sons.
The Expert Dictator. Sir Isaac Pitman & Sons.

(2) Typewriting :

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Elementary Typewriting Course. W. G. Edward.
Advanced Typewriting Course. W. G. Edward.
20th Century Touch Typewriting. Southwestern Publishing Co.
The New Rational Typewriting (Can. Edition). Gregg Publishing Co.
Practical Course in Touch Typewriting, Revised Edition. Chas. E. Smith.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Modern Bookkeeping, Course I. J. M. Dent.
Ontario School Bookkeeping, Second Course. W. J. Gage & Co.
Canadian Modern Accounting, Parts I and II. Sprott & Short.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 27th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

(1) (*a*) The registration fee on enrolment in the course for Intermediate certificates in Household Science or in one or more subjects of the course is $5.

(*b*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*d*) The fee for the examinations in the course for Intermediate certificates in Household Science when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

The Course of Study for the Intermediate certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Household Management, 2 papers.
Elementary Applied Science, 1 paper.
General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions, except as provided in 4 below.

3. Except as provided in 4 below the course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

4. The candidate shall elect one subject from Group A and one from Group B, but, up to and including May, 1934, he may, at the option of the instructor concerned, substitute a thesis on an approved topic for the attendance and examination prescribed in the third subject.

5. (*a*) The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

(*b*) The thesis, if substituted for one of the subjects, shall be submitted on or before May 1st.

6. The fee for registration is $5 for each regular session and $3 for each summer or late-afternoon session. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

7. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject or to the thesis. The candidate who obtains 60 per cent. of the marks of each subject or of the thesis, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtain 60 per cent. of the marks of each subject or of the thesis and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

8. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall have completed the course for the degree of Bachelor of Pedagogy before he is admitted to the course for the degree of Doctor of Pedagogy.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The Course shall consist of one subject and a thesis as defined in Section 5.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the

School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof.

6. The fee for registration for a regular session is $5; for a summer or late-afternoon session, $3. The tuition fee for the summer or late-afternoon session is $25; that for the regular session, which shall include the examination and library fees, $50. The fee for examination is $5 per subject or per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Announcements—

Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1934-1935

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1934-1935

THE UNIVERSITY OF TORONTO PRESS
1934

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The University

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Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A.
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Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
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Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

CALENDAR, 1934-35

1934—July 3.....Summer Session begins.
Aug. 3.....Summer Session closes.
Sept. 25.....Registration Day.
Sept. 26.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 26.....The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept. 27.....Meeting of Council.
Oct. 8.....Thanksgiving Day.
Oct. 10.....Interfaculty Track Meet. No lectures or laboratory classes after 1 p.m.
Nov. 1.....Meeting of Council.
Nov. 12.....Remembrance Day. Service at Soldiers' Tower 11 a.m. No lectures or laboratory classes from 10 a.m. to 12 noon.
Dec. 6.....Meeting of Council.
Dec. 21.....Last day of Lectures. Term ends at 12 noon.

1935—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 3.....Meeting of Council.
Feb. 7.....Meeting of Council.
Mar. 7.....Meeting of Council.
Apr. 4.....Meeting of Council.
Apr. 19.....Easter Vacation begins.
Apr. 29.....Spring Term begins.
June 6, 7.....University Commencement.
June 14 .....Session closes.

1934 CALENDAR 1934

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	7	14	21	28		Sun.	.	4	11	18	25		Sun.	.	4	11	18	25		Sun.	1	8	15	22	29	
Mon.	1	8	15	22	29		Mon.	.	5	12	19	26		Mon.	.	5	12	19	26		Mon.	2	9	16	23	30	
Tues.	2	9	16	23	30		Tues.	.	6	13	20	27		Tues.	.	6	13	20	27		Tues.	3	10	17	24	....	
Wed.	3	10	17	24	31		Wed.	.	7	14	21	28		Wed.	.	7	14	21	28		Wed.	4	11	18	25	....	
Thur.	4	11	18	25	....		Thur.	1	8	15	22	....		Thur.	1	8	15	22	29		Thur.	5	12	19	26	....	
Fri.	5	12	19	26	....		Fri.	2	9	16	23	....		Fri.	2	9	16	23	30		Fri.	6	13	20	27	....	
Sat.	6	13	20	27	....		Sat.	3	10	17	24	....		Sat.	3	10	17	24	31		Sat.	7	14	21	28	....	

MAY							JUNE							JULY							AUGUST						
Sun.	.	6	13	20	27		Sun.	.	3	10	17	24		Sun.	1	8	15	22	29		Sun.	.	5	12	19	26	
Mon.	.	7	14	21	28		Mon.	.	4	11	18	25		Mon.	2	9	16	23	30		Mon.	.	6	13	20	27	
Tues.	1	8	15	22	29		Tues.	.	5	12	19	26		Tues.	3	10	17	24	31		Tues.	.	7	14	21	28	
Wed.	2	9	16	23	30		Wed.	.	6	13	20	27		Wed.	4	11	18	25	....		Wed.	1	8	15	22	29	
Thur.	3	10	17	24	31		Thur.	.	7	14	21	28		Thur.	5	12	19	26	....		Thur.	2	9	16	23	30	
Fri.	4	11	18	25	....		Fri.	1	8	15	22	29		Fri.	6	13	20	27	....		Fri.	3	10	17	24	31	
Sat.	5	12	19	26	....		Sat.	2	9	16	23	30		Sat.	7	14	21	28	....		Sat.	4	11	18	25	....	

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	2	9	16	23	30		Sun.	.	7	14	21	28		Sun.	.	4	11	18	25		Sun.	2	9	16	23	30	
Mon.	3	10	17	24	....		Mon.	1	8	15	22	29		Mon.	.	5	12	19	26		Mon.	3	10	17	24	31	
Tues.	4	11	18	25	....		Tues.	2	9	16	23	30		Tues.	.	6	13	20	27		Tues.	4	11	18	25	....	
Wed.	5	12	19	26	....		Wed.	3	10	17	24	31		Wed.	.	7	14	21	28		Wed.	5	12	19	26	....	
Thur.	6	13	20	27	....		Thur.	4	11	18	25	....		Thur.	1	8	15	22	29		Thur.	6	13	20	27	....	
Fri.	.	7	14	21	28	....	Fri.	5	12	19	26	....		Fri.	2	9	16	23	30		Fri.	.	7	14	21	28	....	
Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....		Sat.	3	10	17	24	....		Sat.	1	8	15	22	29	....	

1935 CALENDAR 1935

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	6	13	20	27		Sun.	.	3	10	17	24		Sun.	3	10	17	24	31		Sun.	.	7	14	21	28	
Mon.	.	7	14	21	28		Mon.	.	4	11	18	25		Mon.	4	11	18	25	....		Mon.	1	8	15	22	29	
Tues.	1	8	15	22	29		Tues.	.	5	12	19	26		Tues.	5	12	19	26	....		Tues.	2	9	16	23	30	
Wed.	2	9	16	23	30		Wed.	.	6	13	20	27		Wed.	6	13	20	27	....		Wed.	3	10	17	24	....	
Thur.	3	10	17	24	31		Thur.	.	7	14	21	28		Thur.	7	14	21	28	....		Thur.	4	11	18	25	....	
Fri.	4	11	18	25	....		Fri.	1	8	15	22	....		Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....	
Sat.	5	12	19	26	....		Sat.	2	9	16	23	....		Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....	

MAY							JUNE							JULY							AUGUST						
Sun.	.	5	12	19	26		Sun.	2	9	16	23	30		Sun.	.	7	14	21	28		Sun.	.	4	11	18	25	
Mon.	.	6	13	20	27		Mon.	3	10	17	24	....		Mon.	1	8	15	22	29		Mon.	.	5	12	19	26	
Tues.	.	7	14	21	28		Tues.	4	11	18	25	....		Tues.	2	9	16	23	30		Tues.	.	6	13	20	27	
Wed.	1	8	15	22	29		Wed.	5	12	19	26	....		Wed.	3	10	17	24	31		Wed.	.	7	14	21	28	
Thur.	2	9	16	23	30		Thur.	6	13	20	27	....		Thur.	4	11	18	25	....		Thur.	1	8	15	22	29	
Fri.	3	10	17	24	31		Fri.	.	7	14	21	28	....	Fri.	5	12	19	26	....		Fri.	2	9	16	23	30	
Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....		Sat.	3	10	17	24	31	

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	1	8	15	22	29		Sun.	.	6	13	20	27		Sun.	.	3	10	17	24		Sun.	1	8	15	22	29	
Mon.	2	9	16	23	30		Mon.	.	7	14	21	28		Mon.	.	4	11	18	25		Mon.	2	9	16	23	30	
Tues.	3	10	17	24	....		Tues.	1	8	15	22	29		Tues.	.	5	12	19	26		Tues.	3	10	17	24	31	
Wed.	4	11	18	25	....		Wed.	2	9	16	23	30		Wed.	.	6	13	20	27		Wed.	4	11	18	25	....	
Thur.	5	12	19	26	....		Thur.	3	10	17	24	31		Thur.	.	7	14	21	28		Thur.	5	12	19	26	....	
Fri.	6	13	20	27	....		Fri.	4	11	18	25	....		Fri.	1	8	15	22	29		Fri.	6	13	20	27	....	
Sat.	7	14	21	28	....		Sat.	5	12	19	26	....		Sat.	2	9	16	23	30		Sat.	7	14	21	28	....	

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

ADMISSION

By order of the Board of Governors every candidate for admission must submit a certificate of successful vaccination with his or her application, or agree to submit such certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education and Art, Interim First Class Public School certificates, Interim Elementary certificates in Physical Education, Art and Vocal Music, Interim Intermediate certificates as teachers of Household Science, and certificates of standing in two of Shorthand, Typewriting, and Book-keeping.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 25th, and the instruction will begin Wednesday, September 26th at 10 a.m. The Autumn Term will end December 21st, at 12 noon, and the Winter Term will begin January 3rd, at 9 a.m. The Spring Term will begin April 29th and end June 14th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $3.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

HART HOUSE

6. All male students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 26th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1934.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Interim High School Assistants' certificates or $5 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Interim High School Asssitants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance is $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 will be required of all students, and a fee of $10 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils must be paid during the first month of enrolment. Examination fees must be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session will not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants course *may* also take, if they possess the required academic qualifications, a Specialist's course, and *must* also take the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the course for standing in two of Shorthand, Typewriting, and Book-keeping. Under the conditions defined in 34 (*a*) (*c*) they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

ORGANIZATION OF COURSE

11. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observations and Practice-teaching.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (*a*) The lectures will be distributed among the various prescribed subjects approximately as follows: Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50.

(*b*) The courses in the Science of Education and School Management and Law will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(*c*) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

12. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

(*b*) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(*c*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*d*) At the final examinations in Part I, each paper in the academic subjects will contain questions in methodology, which will test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June must be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance will take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector will not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Permanent First Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School will be exempted from attendance

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

at the Ontario College of Education, Toronto, but will atttend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistants' certificate will be exempted from further attendance and may complete their standing for said certificates under the following conditions: (i) Candidates who fail in the practical test in teaching will be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I will rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*b*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also obtain a minimum of 75% in a qualifying examination before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate or is an applicant for admission to the examinations therefor without attendance must obtain a minimum of 75% in a qualifying examination before he will be admitted to the examinations for the specialist certificate.

(*c*) A candidate will be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 will be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a Specialist course or examination will be held at the Ontario College of Education annually in December, and will test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the Specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a Specialist Course or Examination is taken during the same session as the Specialist Course or Examination there is no additional fee; when it is taken in a different session the fee will be $5.00.

COURSES

17. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 17 (1) above will be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a Specialist Course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Household Science under (1) and (2) above and who hold or obtain, First or Second Class Public School certificates may also be awarded Supervisors' certificates in Household Science valid in Public and Separate Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations will be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

21. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

22. As the Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, no additional fee is required. The fee for the examinations of the Interim First Class Public School course, when taken in a session other than the session of attendance, is $2 per examination paper or a maximum of $5.

TEXT-BOOKS

23. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

24. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Vocal Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

25. (1) Students who take the Latin, French, German, Spanish, or Greek of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

26. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

CERTIFICATES

27. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(*c*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) and (*c*) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

28. Students who have been admitted to the course for Interim High School Assistants' certificates *must* take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in any two of the commercial subjects, Shorthand, Typewriting, and Book-keeping.

FEES

29. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping is an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

30. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

31. (1) The subjects of the course for Elementary certificates in Vocal Music or Physical Education or Art or for standing in two of Shorthand, Typewriting, and Book-keeping are to be found in 55, 57, 58, and 59.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(3) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature.
Lettering.
Colour.
Design.
Blackboard memory drawing.

Written tests:

(Two papers)

History of art.
Methods of teaching art in schools.

Each subject of the written and practical tests will be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

RUDIMENTS AND THEORY OF MUSIC

Questions on notation (including notes and rests, the staff, the treble, bass, tenor, and alto clefs and the ordinary musical signs); intervals and their inversions; time, with special reference to accent; diatonic scales, major, and the minor in both its harmonic and melodic forms; the more frequently employed musical terms; translating from solfa syllables to staff notation and *vice versa*, and analyzing of chords and discords.

METHODS AND MUSIC APPRECIATION

Lesson plans for various grades, application of pedagogical principles in teaching music; compass and management of children's voices; and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education; also tests of music appreciation.

Practical Examinations:

SIGHT SINGING

(i) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.

(ii) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(iii) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

(i) Singing to lah, an example of ear test suited to any School Form indicated by the examiner.

(ii) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.

(iii) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(i) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.

(ii) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the three Commercial Subjects from which the candidate must choose two:

Written Examinations:

Shorthand, including Theory, Practice and Transcription; Typewriting; Book-keeping.

There will be an examination in each subject and each examination shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to the subject of the written test and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject of the written tests and of 60% of the marks assigned to each subject of the practical tests, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and 60% of the marks assigned to each subject of the practical tests, respectively, or (*d*) in Shorthand, Typewriting and Book-keeping a minimum of 50% of the marks assigned to each examination paper in the two subjects selected.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following regulations:

(i) Candidates in Physical Education who fail in the one subject of the written test or in one subject of the practical tests or who fail in the one subject of the written test and in one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. Subject to the condition that credit will be allowed for a pass standing in the subject of the written test, all other unsuccessful candidates must repeat the course for a certificate.

(ii) Candidates in Art who fail in one subject of the written tests or in one subject of the practical tests or who fail on one subject of both written and practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Candidates who pass in the subjects of the written tests and fail in more than one subject of the practical tests must repeat the course in all the subjects of the practical tests.

Candidates who pass in the subjects of the practical tests and fail in more than one subject of the written tests will be allowed credit for the subjects of the practical tests but will repeat the course in attendance in all the subjects of the written tests. If, however, such candidates obtained at least 40% in the subjects of failure, they will not be required to repeat the course in attendance but will be permitted to take the final written tests.

(iii) Candidates in Vocal Music who fail in the written tests or in not more than one subject of the practical tests, or who fail in the written tests and in not more than one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. All other candidates who fail must repeat the course for a certificate.

(iv) Candidates in the subjects of the Commercial Course will be allowed credit towards and Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Specialists' course in Physical Education or Art will not be granted, however, to students who are registered in one of the Specialists' courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

(*c*) Students who hold the diploma in Physical Education of the University of Toronto with a final standing not lower than 60% will be admitted to the Elementary and Specialists' Courses in Physical Education, and will be exempted from the practical exercises and tests of both courses but will be required to take the written examinations in both courses and also the Observation and Practice-teaching.

35. Students admitted to the Specialists' course in Physical Education or Art under 34 (*a*) (*c*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57, and those of the course for Specialists' certificates in Art in 58.

(*b*) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

(*c*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

(i) *Written Examinations:*

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail must repeat their attendance and all examinations and tests.

(*b*) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

(i) *Practical Tests*

Drawing natural forms.
Drawing from objects.
Blackboard drawing.
Pictorial composition in colour.
Modelling.
Design.
Drawing from the living model.

Written Examinations

(Two papers)

History of Art.
Methods of Teaching Art in High Schools.

(ii) The requirements to pass are 60% of the marks allotted to each subject of the practical tests and 50% of the marks allotted to each subject of the written examinations, respectively, and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than one subject of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education or Art, as the case may be.

Students who are awarded Interim Specialists' certificates in Physical Education or Art and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education or Art valid in Public and Separate Schools.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Specialists' certificates as teachers of Physical Education endorsed "not including swimming".

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

40. (*a*) *Principles of Method.* The course will begin with a brief discussion of assignments, types of lessons, questioning, treatment of answers, oral and written exercises, etc., as a preliminary to Observation and Practice-teaching in the schools. This preliminary course will be followed throughout the Autumn term by demonstration lessons with discussions of the principles involved. Early in the Autumn term a list of problems will be assigned to be investigated in these demonstrations, in the students' Observations and Practice-teaching, and in prescribed collateral reading on each problem. The Winter and Spring terms will be devoted to a systematic study of the problems and their solutions as outlined in the Manual on the Principles of Method.

(*b*) *Educational Psychology.*—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.

Adams (Ed.): The New Teaching.
Burt: Mental and Scholastic Tests.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

DETAILS OF SUBJECTS.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Mackaness: Inspirational Teaching.
Fairchild: The Teaching of Poetry in the High School.
Fowler: The Art of Teaching English.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

DETAILS OF SUBJECTS.

Books of Reference in English:

Chubb: The Teaching of English.

Boillot: The Methodical Study of Literature.

English Instruction in the University High School, University of Chicago.

Leonard: Essential Principles of Teaching Reading and Literature.

Newbolt: Report on the Teaching of English in England.

Smith: Instruction in English (Bulletin 17, 1932, and Monograph 20, Office of Education).

Supplementary Educational Monographs, 36 and 39, University of Chicago.

Tomkinson: The Teaching of English.

Articles in "The English Journal" and other journals.

Books of Reference in History:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Hasluck: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).

Wilson: Education for Responsibility.

Year-books of the National Council for Social Studies.

Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

DETAILS OF SUBJECTS.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

DETAILS OF SUBJECTS.

propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Ligda: The Teaching of Elementary Algebra.

Lannes: The Teaching of Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Nunn: The Teaching of Algebra, including Trigonometry.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Chisholm: Handbook of Commercial Geography.
Cornish: Geography of Commerce for Canadians.
Morrison: Canadian Commercial Geography.
Stamp: The Teaching of Geography.
Wallis: The Teaching of Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.
Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
United States Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
United States Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental Regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present Regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection

DETAILS OF SUBJECTS.

lantern; the moving picture machine; agricultural periodicals, reference books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Chickering and Hoadley: Beginner's Latin by the Direct Method.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin: Greek Grammar.
Goodell: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.

DETAILS OF SUBJECTS.

SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
Articles in the "Classical Journal".
Seymour: Life in the Homeric Age.
The American Classical Investigation: Report, Parts 1 and 3.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

DETAILS OF SUBJECTS.

Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.
Nyrop: Spoken French.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free repro-

DETAILS OF SUBJECTS.

duction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Breul: The Teaching of Modern Foreign Languages.
Cole: Modern Foreign Languages and their Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Henmon: Achievement Tests in Modern Foreign Languages.
Kittson: Theory and Practice of Language Teaching.
Lecoq: L'Enseignement des Langues Vivantes.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Siebs: Die Bühnenaussprache.
Sigwalt: De l'Enseignement des Langues Vivantes.
Sweet: Practical Study of Languages.
Wilkins: Spanish in the High School.

VOCAL MUSIC.

Course for Elementary Certificate.

Staff Notation and recognized methods of teaching it.

Sight Singing: major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

Ear Training: tone perception, including sharp 4 and flat 7, and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument; memory songs.

Voice Training: vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice, including care of voice before and during adolescence.

Harmony Analysis: common chords of dissonances; elementary composition (writing school melodies).

Rudiments of Music: notation (including notes and rests, the staff, the treble, bass, tenor and alto clefs, and the ordinary musical signs; intervals and their inversion; time with special reference to accent; diatonic scales, major and the minor in both its harmonic and melodic forms; the more frequently employed musical terms; translating from solfa syllables to staff notation and *vice versa*.

DETAILS OF SUBJECTS.

Music Appreciation: selected records of standard compositions to be studied under the headings, theme, story, rhythm, instruments.

Songs: songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting; memorizing songs.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

Books of Reference:

The New Educational Music Course—Cringan.
The Rudiments of Music and Elementary Harmony—Ham.
Solo Singer's Vade Mecum—Dunn.
Progressive Staff Readers (A, B, C, D)—Hunter.
A, B, C of Music Theory—Dunstan.
What We Hear in Music—Victor Co.
Victor Stories of Opera—Victor Co.
The First Book of the Gramaphone Record—Scholes.
Teachers' Handbook of Tonic-Solfa—Cringan.
The New Canadian Song Series—Cringan, Marshall.
Descriptive Analysis of Piano Works—Parry.
Resonance in Singing and Speaking—Fillebrown.
Magic of Melody—Gibbon.
Music in the Junior School—MacKenzie.
One Hundred and Forty Folk Songs—Concord Series.
How to Train Children's Voices—Hardy.
The Listener's Guide to Music—Scholes.
Listening Lessons in Music—Freyberg.
The Singing Period—Hill.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

DETAILS OF SUBJECTS

Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.

Brown and Haley: The Teaching of Home Economics.

Hanna: Methods of Teaching Home Economics.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Bevier: Home Economics in Education.

Leake: Vocational Education.

Brown and Others: Clothing Construction.

Jordan: Clothing—Fundamental Problems.

Syllabus of Home Economics: (American Home Economics Association).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)

Courses of Study: Ontario.

57. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY (For men and women):

(a) THEORY OF GYMNASTICS:

Consideration of various systems and forms.

Classification of Exercises—massive and local exercises; the various groups and their effects.

The Table—essentials, movement, the sequence of groups, progression, preparation, nomenclature.

The General Activity Portion of the Table—its importance and general conduct, the team system—its introduction and application.

Adaptations to Various Conditions—accommodation and equipment, length of period, age, mixed and separate sexes, weather and season, classroom work, time of day and week, environment.

(b) TECHNIQUE OF TEACHING:—the teacher, the command, demonstration and presentation, correction of faults; place of imagination, repetition, imitation, music, rhythmical work; class management and control.

(c) GAMES AND ATHLETICS: their place in the Physical Education scheme; theory of play; the consideration of handling large groups effectively; classification of games; suitability for various grades and conditions.

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(d) OUTLINES IN ANATOMY AND PHYSIOLOGY: osseous system and articulations; skeletal muscle system; body mechanics; nervous system and muscular control; circulatory system; respiratory system.

(e) FIRST AID.

(f) HEALTH EDUCATION.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: work suitable for Junior High School grades; progressive work leading to Middle School grades; free standing and elementary apparatus exercises.

(b) GAMES: group games suitable for all school conditions; team games and their fundamentals, including rugby, basketball, hockey, volleyball, softball, soccer, lacrosse; track and field activities.

(c) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(d) TEACHING PRACTICE: practice-teaching and supervision of physical activities.

PRACTICE (For women):

(a) GYMNASTICS—For Junior Grades in High School: free standing exercises with corrective value and for posture training; marching; tumbling; apparatus.

(b) GAMES: group games; team games—volleyball, soccer, softball, basketball; track and field activities.

(c) DANCING: fundamental steps—two-step, polka, schottische, waltz, mazurka; dancing technique; folk dances, singing games, national dances.

(d) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(e) TEACHING PRACTICE: commanding; demonstration; presentation; correction; drilling and review.

COURSE FOR SPECIALISTS' CERTIFICATE

THEORY (For men and women):

(a) APPLIED ANATOMY AND KINESIOLOGY: movements of the chief joints of the body; analyses of muscle work in gymnastic movements.

(b) PHYSIOLOGY OF EXERCISE: effect on the muscular, nervous, respiratory, and circulatory systems of—exercise, work, rest, play; theory of—fatigue, breathlessness, stiffness, second wind, overwork.

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(c) CORRECTIVE GYMNASTICS: physical examinations; postural and physical defects; correction and treatment.

(d) THEORY OF COACHING: technique; defensive and offensive theories; routine of coaching practice; training principles; sportsmanship; morale.

(e) ORGANZATION AND ADMINISTRATION OF A PHYSICAL EDUCATION DEPARTMENT: routine and regulations—attendance and excuses, uniforms, penalties, care of gymnasium and swimming pool; programme—graded activities for the different classes, tests, examinations, leaders, captains, managers; mass activities—intramural and inter-school team activities, competitions, play days and meets, parties, demonstrations and exhibitions.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: review of work suitable for Junior Grades; work suitable for Senior Grades; corrective exercise on the wall bars; progression from elementary to advanced apparatus exercises on all pieces.

(b) GAMES: senior group and team games, including volleyball, softball, soccer, lacrosse; the school team in rugby, basketball, hockey; finished technique in all forms of track and field activities; organizing, refereeing, coaching.

(c) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of various strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming for teaching purposes; water games and racing.

(d) TEACHING PRACTICE—practice-teaching and supervision of all branches of the work.

PRACTICE (For women):

(a) GYMNASTICS: review work of Elementary course; advanced work suitable for senior grades.

(b) GAMES—organization, coaching and refereeing of games.

(c) DANCING: advanced dancing technique; advanced folk, character, athletic and national dancing.

(d) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming; water games and racing.

(*e*) TEACHING PRACTICE—teaching and supervision in all branches of the work with emphasis on original work.

Books of Reference:

Gymnastics:

Handbook of Physical Education. E. G. Schroeder.
A Textbook of Gymnastics. K. A. Knudsen.

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Fundamental Gymnastics. Niels Bukh.
Fundamental Danish Gymnastics. A. Sumption.
Calisthenics. S. C. Staley.
Syllabus of Physical Training (1919).
A Teacher's Manual of Physical Education. Henry Poinzer.
Corrective Physical Education for Groups. Lowman, Colestock and Cooper.
The Teaching of Tactics. Schrader.
Tumbling, Pyramid Building and Stunts. Cotteral.
Health by Stunts. Pearl & Brown.
Adapted Group Gymnastics. Drew.
Gymnastics in Education. Cromie & McKenzie.
Exercises on the Apparatus, Tumbling and Stunts. Wittich & Reuter.
Manual of Corrective Gymnastics. Lippett.
A Handbook of Stunts. Rodgers.

Games and Athletics:

Recreative Athletics. A. S. Barnes & Co.
College Athletics. Lawson Robertson.
Games, Contests and Relays. S. C. Staley.
Book of Games. Forbush & Allen.
Play Activities. LaSalle.
Games for the Playground, Home, School and Gymnasium. Bancroft.
It is to Laugh. Geister.
Ice Breakers. Geister.
What shall We Play. Geister.
The Ice Breaker Herself. Geister.
Croup Contests for the Playground and School. Cromie.
My Basketball Bible. Forest C. Allen.
Basketball for Women. Anderson.
Basketball for Women. Frymir.
Basketball and Indoor Baseball for Women. Frost & Wardlaw.
Volleyball for Women. Montgomery.
Baseball for Women. Palmer.
Field Hockey and Soccer. Frost & Cubberley.
Track and Field for Women. Frymir.
An Athletic Programme. Hillas & Knighton.
Tennis for Women. Anderson.
Athletic Activities for Women and Girls, 115 R. Spaldings.
Rugby. Rockne.

Dancing:

Folk Dances and Singing Games.

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Folk Dances of Old Homelands.
Folk Dances of Denmark.
Dances of the People. Elizabeth Burchenal.
Gymnastic and Folk Dancing Books. Hinman. Five Volumes.
The Country Dance Book.
Country Dance Tunes. Cecil Sharpe.
Dance Technique and Rhythms. Pohl & Bergheim.
The Clog Dance Book. Frost.
Clog and Character Dances. Frost.
Natural Rhythms and Dances. Colbey.

Swimming:

The Royal Life Saving Society Handbook.
Swimming. Spalding's Athletic Library.
Swimming Simplified. Sheffield.
The Diving & Swimming Books. G. H. Corson.
Swimming and Watermanship. Handley.

Theory of Physical Education:

Intramural Athletics. Mitchell.
How to Live. Fisher & Fiske.
The New Physical Education. Wood & Cassidy.
Education Through Physical Education. Wayman.
Physical Education Activities for High School Girls. Lea & Febiger.
Source Book in Health and Physical Education. Wood Brownell.
Organization and Administration of Playgrounds and Recreation. Nash.
Dance and Its Place in Education. H. Doubler.
The Organization and Administration of Physical Education. Williams.
The Posture of School Children. Bancroft.
Applied Anatomy and Kinesiology. Bowen & McKenzie.
Exercise in Education and Medicine. McKenzie.
Measuring Motor Ability. Brace.

ART.

58. (*a*) *Course for the Elementary Certificate.*

Drawing: principles of drawing; what to see and how to draw; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory.

Perspective: principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.; out-door study; museum study; perspective; composition space filling and space dividing.

Design and Applied Art: principles of design; geometric basis of design; application of design to the decoration of objects; line, tone, and colour composition; wood block, printing, etc.; lettering—history, principles, practice.

Colour: theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(*b*) *Course for the Specialist's Certificate.*

Drawing: drawing from natural forms; use of pen and ink, brush, etc.; watercolour painting; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Design: a review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design.

Colour: colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery—printing, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in High Schools: The Regulations of theDepartment of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them; visits to Art Gallery, Royal Ontario Museum, industrial plants, such as wall paper and carpet plants, to see the practical application of design.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.

Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

COMMERCIAL SUBJECTS

59. (1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

Course in Isaac Pitman Shorthand, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Isaac Pitman Shorthand, Commercial Course New Era Edition. Sir Isaac Pitman & Sons.
Commentary on Pitman's Shorthand, New Era Edition. James W. Taylor.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Phonograph Monthly. Isaac Pitman & Sons.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

Business Letters for Dictation, Canadian New Era Edition. Sir Isaac Pitman & Sons.
Key to Business Letters for Dictation. Sir Isaac Pitman & Sons.
The Expert Dictator. Sir Isaac Pitman & Sons.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Elementary Typewriting Course. W. G. Edward.
Advanced Typewriting Course. W. G. Edward.
20th Century Touch Typewriting. Southwestern Publishing Co.
The New Rational Typewriting (Can. Edition). Gregg Publishing Co.
Practical Course in Touch Typewriting, Revised Edition. Chas. E. Smith.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Modern Bookkeeping, Course I. J. M. Dent.
Ontario School Bookkeeping, Second Course. W. J. Gage & Co.
Canadian Modern Accounting, Parts I and II. Sprott & Short.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 26th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

(1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) The fee for the examinations in the course for Intermediate certificates in Household Science when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

The Course of Study for the Intermediate certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Household Management, 2 papers.
Elementary Applied Science, 1 paper.
General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtain 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the

report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who has completed not later than May, 1936, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy completes the course for the degree of Bachelor of Pedagogy after May, 1936, he must take such additional qualifying tests as the instructors may require.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session

is $25; that for the regular session, which shall include the examination and library fees, $50. The fee for examination is $5 per subject of per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—
Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Announcements—
Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1935-1936

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1935-1936

THE UNIVERSITY OF TORONTO PRESS
1935

ADMINISTRATIVE OFFICERS

The University

President:.....The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D.
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Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A.
Director of Extension Work and Publicity...William James Dunlop, B.A.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Warden of Hart House .....John Burgon Bickersteth, M.A.
Director of University Health Service.....George Dana Porter, M.B.
Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B., D.P.H.
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Ontario College of Education

President:.....The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D.
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Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

CALENDAR, 1935-36

1935—July 2.....Summer Session begins.
Aug. 2.....Summer Session closes.
Sept. 24.....Registration Day.
Sept. 25.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 25.....The Opening Address by the President to the students of all the Faculties at 4 p.m. in Convocation Hall.
Oct. 3.....Meeting of Council.
Oct. 14.....Thanksgiving Day.
Oct. 18.....Intercollegiate Track Meet. No lectures or laboratory classes after 1 p.m.
Nov. 7.....Meeting of Council.
Nov. 11.....Remembrance Day Service at the Soldiers' Tower at 11 a.m. Neither lectures nor laboratory classes from 10.40 a.m. to 11.15 a.m.
Dec. 5.....Meeting of Council.
Dec. 20.....Last day of Lectures. Term ends at 12 noon.

1936—Jan. 7.....Winter Term begins at 9 a.m.
Jan. 9.....Meeting of Council.
Feb. 6.....Meeting of Council.
Mar. 5.....Meeting of Council.
April 2.....Meeting of Council.
April 10.....Easter Vacation begins.
April 20.....Spring Term begins.
June 4, 5.....University Commencement.
June 12.....Session closes.

1935 CALENDAR 1935

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	6	13	20	27		Sun.	.	3	10	17	24		Sun.	3	10	17	24	31		Sun.		7	14	21	28	
Mon.	.	7	14	21	28		Mon.	.	4	11	18	25		Mon.	4	11	18	25	....		Mon.	1	8	15	22	29	
Tues.	1	8	15	22	29		Tues.	.	5	12	19	26		Tues.	5	12	19	26	....		Tues	2	9	16	23	30	
Wed.	2	9	16	23	30		Wed.	.	6	13	20	27		Wed.	6	13	20	27	....		Wed.	3	10	17	24	....	
Thur.	3	10	17	24	31		Thur.	.	7	14	21	28		Thur.	7	14	21	28	....		Thur	4	11	18	25	....	
Fri.	4	11	18	25	....		Fri.	1	8	15	22	....		Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....	
Sat.	5	12	19	26	....		Sat.	2	9	16	23	....		Sat.	2	9	16	23	30	....	Sat	6	13	20	27	....	

MAY							JUNE							JULY							AUGUST						
Sun.	.	5	12	19	26		Sun.	2	9	16	23	30		Sun.	.	7	14	21	28		Sun	.	4	11	18	25	
Mon.	.	6	13	20	27		Mon.	3	10	17	24	....		Mon.	1	8	15	22	29		Mon.	.	5	12	19	26	
Tues.	.	7	14	21	28		Tues.	4	11	18	25	....		Tues.	2	9	16	23	30		Tues	.	6	13	20	27	
Wed.	1	8	15	22	29		Wed.	5	12	19	26	....		Wed.	3	10	17	24	31		Wed		7	14	21	28	
Thur.	2	9	16	23	30		Thur.	6	13	20	27	....		Thur.	4	11	18	25	....		Thur	1	8	15	22	29	
Fri.	3	10	17	24	31		Fri.	.	7	14	21	28	....	Fri.	5	12	19	26	....		Fri.	2	9	16	23	30	
Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....	Sat.	6	13	20	27	....		Sat.	3	10	17	24	31	

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	1	8	15	22	29		Sun.	.	6	13	20	27		Sun.	.	3	10	17	24		Sun.	1	8	15	22	29	
Mon.	2	9	16	23	30		Mon.	.	7	14	21	28		Mon.	.	4	11	18	25		Mon	2	9	16	23	30	
Tues.	3	10	17	24	....		Tues.	1	8	15	22	29		Tues.	.	5	12	19	26		Tues.	3	10	17	24	31	
Wed.	4	11	18	25	....		Wed.	2	9	16	23	30		Wed.	.	6	13	20	27		Wed.	4	11	18	25	....	
Thur.	5	12	19	26	....		Thur.	3	10	17	24	31		Thur.	.	7	14	21	28		Thur.	5	12	19	26	....	
Fri.	6	13	20	27	....		Fri.	4	11	18	25	....		Fri.	1	8	15	22	29		Fri.	6	13	20	27	....	
Sat.	7	14	21	28	....		Sat.	5	12	19	26	....		Sat.	2	9	16	23	30		Sat.	7	14	21	28	....	

1936 CALENDAR 1936

JANUARY							FEBRUARY							MARCH							APRIL						
Sun.	.	5	12	19	26		Sun.	.	2	9	16	23		Sun.	1	8	15	22	29		Sun	.	5	12	19	26	
Mon.	.	6	13	20	27		Mon.	.	3	10	17	24		Mon.	2	9	16	23	30		Mon.	.	6	13	20	27	
Tues.	.	7	14	21	28		Tues.	.	4	11	18	25		Tues.	3	10	17	24	31		Tues.		7	14	21	28	
Wed.	1	8	15	22	29		Wed.	.	5	12	19	26		Wed.	4	11	18	25	....		Wed.	1	8	15	22	29	
Thur.	2	9	16	23	30		Thur.	.	6	13	20	27		Thur.	5	12	19	26	....		Thur.	2	9	16	23	30	
Fri.	3	10	17	24	31		Fri.	.	7	14	21	28		Fri.	6	13	20	27	....		Fri.	3	10	17	24	....	
Sat.	4	11	18	25	....		Sat.	1	8	15	22	29		Sat.	7	14	21	28	....		Sat	4	11	18	25	....	

MAY							JUNE							JULY							AUGUST						
Sun.	3	10	17	24	31		Sun.	.	7	14	21	28		Sun.	.	5	12	19	26		Sun.	2	9	16	23	30	
Mon.	4	11	18	25	....		Mon.	1	8	15	22	29		Mon.	.	6	13	20	27		Mon.	3	10	17	24	31	
Tues.	5	12	19	26	....		Tues.	2	9	16	23	30		Tues.	.	7	14	21	28		Tues.	4	11	18	25	....	
Wed.	6	13	20	27	....		Wed.	3	10	17	24	....		Wed.	1	8	15	22	29		Wed.	5	12	19	26	....	
Thur.	7	14	21	28	....		Thur.	4	11	18	25	....		Thur.	2	9	16	23	30		Thur.	6	13	20	27	....	
Fri.	1	8	15	22	29	....	Fri.	5	12	19	26	....		Fri.	3	10	17	24	31		Fri.	7	14	21	28	....	
Sat.	2	9	16	23	30	....	Sat.	6	13	20	27	....		Sat.	4	11	18	25	....		Sat.	1	8	15	22	29	....

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun.	.	6	13	20	27		Sun.	.	4	11	18	25		Sun.	1	8	15	22	29		Sun	.	6	13	20	27	
Mon.	.	7	14	21	28		Mon.	.	5	12	19	26		Mon.	2	9	16	23	30		Mon.	.	7	14	21	28	
Tues.	1	8	15	22	29		Tues.	.	6	13	20	27		Tues.	3	10	17	24			Tues.	1	8	15	22	29	
Wed.	2	9	16	23	30		Wed.	.	7	14	21	28		Wed.	4	11	18	25	....		Wed	2	9	16	23	30	
Thur.	3	10	17	24	....		Thur.	1	8	15	22	29		Thur.	5	12	19	26	....		Thur	3	10	17	24	31	
Fri.	4	11	18	25	....		Fri.	2	9	16	23	30		Fri.	6	13	20	27	....		Fri	4	11	18	25	....	
Sat.	5	12	19	26	....		Sat.	3	10	17	24	31		Sat.	7	14	21	28	....		Sat	5	12	19	26	....	

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

ADMISSION

By order of the Board of Governors every candidate for admission must submit a certificate of successful vaccination with his or her application, or agree to submit such certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education* and Art,* Interim First Class Public School certificates,* Interim Elementary certificates in Physical Education, Art and Vocal Music, Interim Intermediate certificates as teachers of Household Science, and certificates of standing in two of Shorthand, Typewriting, and Book-keeping.

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*The courses leading to Specialists' certificates in Physical Education and Art, and to Interim First Class Public School certificates, may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidate will be recommended for the certificate or endorsation mentioned.

A possible exception to this rule, in so far as it applies to Physical Education, is mentioned in 34(*c*).

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 24th, and the instruction will begin Wednesday, September 25th at 10 a.m. The Autumn Term will end December 20th, at 12 noon, and the Winter Term will begin January 7th, at 9 a.m. The Spring Term will begin April 20th and end June 12th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $3.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. (*a*) The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

THE PAKENHAM MEMORIAL PRIZE

5. (*b*) As a memorial to Dr. William Pakenham, Dean of the Ontario College of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize of the value of $25. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the College, in the subjects of School Management and Law, Science of Education, English, History or Geography, and Practice Teaching.

HART HOUSE

6. All male students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 25th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1935.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Interim High School Assistants' certificates or $5 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Interim High School Assistants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance is $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 will be required of all students, and a fee of $10 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils must be paid during the first month of enrolment. Examination fees must be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session will not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants course *may* also take, if they possess the required academic qualifications, a Specialist's course, and *must* also take the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the course for standing in two of Shorthand, Typewriting, and Book-keeping. Under the conditions defined in 34 (*a*) (*c*) they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

ORGANIZATION OF COURSE

11. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observations and Practice-teaching.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

12. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) From time to time, throughout the College session, students will be excused from the regular College exercises, and will be assigned to approved practice-schools for continuous periods of Observation and Practice-teaching. For part of each of these periods of continuous practical work the student will be wholly responsible for the management of his class.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(*b*) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the final examinations in Part I, each paper in the academic subjects will contain questions in methodology, which will test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June must be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance will take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector will not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Ontario First Class certificates and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School will be exempted from attendance at the Ontario College of Education, Toronto, but will attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I. They must also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses either by (i) undergoing practical tests, or by (ii) submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Form III of the Public or Separate School courses.

Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assis-

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

tants' certificate will be exempted from further attendance and may complete their standing for said certificates under the following conditions: (i) Candidates who fail in the practical test in teaching will be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I will rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*b*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(*c*) Candidates who have fulfilled the requirements for admission to the High School Assistant's Course, who hold Interim Vocational certificates, and who have had at least two years of successful teaching experience in the Vocational Schools of Ontario will be exempt from attendance at the Ontario College of Education but may be admitted to the Summer Course for a High School Assistant's certificate, and if successful at the examinations held at the conclusion of the Summer Course, may, on the recommendation of the examiners, be granted by the Minister of Education provisional certificates as High School Assistants valid for one year.

Such candidates, in order to obtain Interim High School Assistants' certificates will pass the final examinations prescribed for Part I of the course for a High School Assistant's certificate and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

Candidates who have obtained Interim Vocational certificates by attendance at the Ontario Training College for Technical Teachers and who in addition to the practice teaching lessons required for a Vocational certificate, have taught to the satisfaction of the staffs of the Ontario Training College for Technical Teachers and the Ontario College of Education, at least ten lessons in academic subjects (English, Mathematics and Science) will be exempted from the practical test in teaching.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also obtain a minimum of 75% in a qualifying examination before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate or is an applicant for admission to the examinations therefor without attendance must obtain a minimum of 75% in a qualifying examination before he will be admitted to the examinations for the specialist certificate.

(*c*) A candidate will be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 will be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a Specialist course or examination will be held at the Ontario College of Education annually in November, and will test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the Specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a Specialist Course or Examination is taken during the same session as the Specialist Course or Examination there is no additional fee; when it is taken in a different session the fee will be $5.00.

COURSES

17. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least the equivalent of two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses leading to Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 17 (1) above will be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a Specialist Course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Household Science under (1) and (2) above and who hold or obtain, First or Second Class Public School certificates may also be awarded Supervisors' certificates in Household Science valid in Public and Separate Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations will be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

COURSE FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

This course may not be completed in the regular College session, but for completion requires at least the equivalent of one subsequent Summer Session.

CONDITIONS OF ADMISSION

21. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

22. As the Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, no additional fee is required. The fee for the examinations of the Interim First Class Public School course, when taken in a session other than the session of attendance, is $2 per examination paper or a maximum of $5.

TEXT-BOOKS

23. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

24. The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects, some of which will be offered in the regular College session, the remainder in a Summer Session:

Part I: Primary Reading and Spelling; English and History; Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Vocal Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

COURSE FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

MODIFICATIONS OF THE COURSE

25. (1) Students who take the Latin, French, German, Spanish, or Greek of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

26. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools and the Regulations governing the Summer Sessions conducted by the Department of Education.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

CERTIFICATES

27. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) who have failed to obtain the necessary final standing will be required to attend such other sessions as the Minister may prescribe.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING

CONDITIONS OF ADMISSION

28. Students who have been admitted to the course for Interim High School Assistants' certificates *must* take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or the courses for standing in any two of the commercial subjects, Shorthand, Typewriting, and Book-keeping.

FEES

29. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping is an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

30. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or for standing in two of Shorthand, Typewriting, and Book-keeping will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

31. (1) The subjects of the course for Elementary certificates in Vocal Music or Physical Education or Art or for standing in two of Shorthand, Typewriting, and Book-keeping are to be found in 55, 57, 58, and 59.

(2) Observation and Practice-teaching are obligatory in each of these courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature.
Lettering.
Colour.
Design.
Blackboard memory drawing.

Written tests:

(Two papers)

History of art.
Methods of teaching art in schools.

Each subject of the written and practical tests will be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations:

Rudiments and Theory of Music; Methods and Music Appreciation.

Practical Examinations:

Sight Singing; Ear Tests; Memory Tests; Voice Tests.

The maximum for each paper and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the three Commercial Subjects from which the candidate must choose two:

Written Examinations

Shorthand, including Theory, Practice and Transcription; Typewriting; Book-keeping.

There will be an examination in each subject and each examination shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Bookkeeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to the subject of the written test and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject of the written tests and of 60% of the marks assigned to each subject of the practical tests, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and 60% of the marks assigned to each subject of the practical tests, respectively, or (*d*) in Shorthand, Typewriting and Bookkeeping a minimum of 50% of the marks assigned to each examination paper in the two subjects selected.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following regulations:

(i) Candidates in Physical Education who fail in the one subject of the written test or in one subject of the practical tests or who fail in the one subject of the written test and in one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Subject to the condition that credit will be allowed for a pass standing in the subject of the written test, all other unsuccessful candidates must repeat the course for a certificate.

(ii) Candidates in Art who fail in one subject of the written tests or in one subject of the practical tests or who fail on one subject of both written and practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Candidates who pass in the subjects of the written tests and fail in more than one subject of the practical tests must repeat the course in all the subjects of the practical tests.

Candidates who pass in the subjects of the practical tests and fail in more than one subject of the written tests will be allowed credit for the subjects of the practical tests but will repeat the course in attendance in all the subjects of the written tests. If, however, such candidates obtained at least 40% in the subjects of failure, they will not be required to repeat the course in attendance but will be permitted to take the final written tests.

(iii) Candidates in Vocal Music who fail in the written tests or in not more than one subject of the practical tests, or who fail in the written tests and in not more than one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. All other candidates who fail must repeat the course for a certificate.

(iv) Candidates in the subjects of the Commercial Course will be allowed credit towards and Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

These courses may not be completed in the regular College session, but for completion require at least the equivalent of one subsequent Summer Session, except in the case of students referred to in 34(*c*).

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Specialists' course in Physical Education or Art will not be granted, however, to students who are registered in one of the Specialists' courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

(*c*) Students who hold the diploma in Physical Education of the University of Toronto with a final standing not lower than 60% will be admitted to the Elementary and Specialists' Courses in Physical Education, and will be exempted from the practical exercises and tests of both courses but will be required to take the written examinations in both courses and also the Observation and Practice-teaching.

35. Students admitted to the Specialists' course in Physical Education or Art under 34 (*a*) (*c*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57, and those of the course for Specialists' certificates in Art in 58.

(*b*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

(i) *Written Examinations:*

Theory of Physical Education.

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail must repeat their attendance and all examinations and tests.

(*b*) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

(i) *Practical Tests*

Drawing natural forms.
Drawing from objects.
Blackboard drawing.
Pictorial composition in colour.
Modelling.
Design.
Drawing from the living model.

Written Examinations

(Two papers)

History of Art.
Methods of Teaching Art in High Schools.

(ii) The requirements to pass are 60% of the marks allotted to each subject of the practical tests and 50% of the marks allotted to each subject of the written examinations, respectively, and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than one subject of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education or Art, as the case may be.

Students who are awarded Interim Specialists' certificates in Physical Education or Art and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education or Art valid in Public and Separate Schools.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Specialists' certificates as teachers of Physical Education endorsed "not including swimming".

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates and in the regulations governing the Summer Sessions conducted by the Department of Education.

THE SCIENCE OF EDUCATION.

40. (*a*) *Principles of Method.* The course will begin with a brief discussion of assignments, types of lessons, questioning, treatment of answers, oral and written exercises, etc., as a preliminary to Observation and Practice-teaching in the schools. This preliminary course will be followed throughout the Autumn term by demonstration lessons with discussions of the principles involved. Early in the Autumn term a list of problems will be assigned to be investigated in these demonstrations, in the students' Observations and Practice-teaching, and in prescribed collateral reading on each problem. The Winter and Spring terms will be devoted to a systematic study of the problems and their solutions as outlined in the Manual on the Principles of Method.

(*b*) *Educational Psychology.*—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.

Adams (Ed.): The New Teaching.
Ballard: The New Examiner.
Dewey: Democracy and Education.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Jordan: Educational Psychology.
Kilpatrick: Foundations of Method.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

DETAILS OF SUBJECTS.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: Class Management; School Discipline.

Bennett: School Efficiency.

Briggs: Secondary Education.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Macpherson: The Study of English Literature.
Bolenius: The Teaching of Oral English.
Clark: Interpretation of the Printed Page.
Cook: The Play Way.
Mackaness: Inspirational Teaching.
Fairchild: The Teaching of Poetry in the High School.
Fowler: The Art of Teaching English.
Haddow: On the Teaching of Poetry,
Lamborn: The Rudiments of Criticism.
Stone: Silent and Oral Reading.
Thomas: The Teaching of English in the Secondary School.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Tryon: The Teaching of History in Junior and Senior High School.
Barnard: The Teaching of Community Civics.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

DETAILS OF SUBJECTS.

Books of Reference in English:

Chubb: The Teaching of English.

Boillot: The Methodical Study of Literature.

English Instruction in the University High School, University of Chicago.

Leonard: Essential Principles of Teaching Reading and Literature.

Newbolt: Report on the Teaching of English in England.

Smith: Instruction in English (Bulletin 17, 1932, and Monograph 20, Office of Education).

Supplementary Educational Monographs, 36 and 39, University of Chicago Press.

Tomkinson: The Teaching of English.

Articles in "The English Journal" and other journals.

Books of Reference in History:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Hasluck: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).

Wilson: Education for Responsibility.

Year-books of the National Council for Social Studies.

Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

DETAILS OF SUBJECTS.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

DETAILS OF SUBJECTS.

propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Durrell: The Teaching of Elementary Algebra.

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Public School Manual in Arithmetic.

Ligda: The Teaching of Elementary Algebra.

Lannes: The Teaching of Arithmetic.

McMurry: Special Method in Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Nunn: The Teaching of Algebra, including Trigonometry.

Schultze: The Teaching of Secondary Mathematics.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Young: The Teaching of Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Chisholm: Handbook of Commercial Geography.
Cornish: Geography of Commerce for Canadians.
Morrison: Canadian Commercial Geography.
Stamp: An Intermediate Commercial Geography.
Wallis: The Teaching of Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Twiss: Principles of Science Teaching.
Lloyd and Bigelow: The Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.
Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
United States Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
United States Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental Regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present Regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection

DETAILS OF SUBJECTS.

lantern; the moving picture machine; agricultural periodicals, reference books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Gildersleeve and Lodge: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin and Gulick: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.
The American Classical Investigation: Report, Parts 1 and 2.

DETAILS OF SUBJECTS.

SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, the topics treated will be those which are germane to the teaching of the Latin and Greek authors and prose prescribed for study in the Upper Shool during the current year. These will include:

A study of adequate translation of the works of Latin and Greek authors.

Appreciation of the art of Horace, Virgil, Catullus, and Homer.

The legacy of Greece and Rome.

The teaching of the following metres: Hexameter, Elegiac, Sapphic, Alcaic.

The different types of poetry represented in the prescribed authors and the debt of English writers to classical originals.

The teaching of Latin continuous prose composition.

The morphology and syntax of Attic Greek together with a general treatment of the principles of Greek accent.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

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Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.
Nyrop: Spoken French.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free repro-

DETAILS OF SUBJECTS.

duction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Cole: Modern Foreign Languages and their Teaching.
Coleman: Analytical Bibliography of Modern Language Teaching, 1927-1932.
Coleman: Experiments and Studies in Modern Language Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Fife: Summary of Reports on the Modern Foreign Languages.
Henmon: Achievement Tests in Modern Foreign Languages.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Palmer-Redman: This Language Learning Business.
Sigwalt: De l'Enseignement des Langues Vivantes.
West: Learning to Read a Foreign Language.
West: Learning to Speak a Foreign Language.

VOCAL MUSIC.

Course for Elementary Certificate.

Staff Notation and recognized methods of teaching it.

Sight Singing: major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

Ear Training: tone perception, including sharp 4 and flat 7, and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument; memory songs.

Voice Training: vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice, including care of voice before and during adolescence.

Harmony Analysis: common chords of dissonances; elementary composition (writing school melodies).

Rudiments of Music: notation (including notes and rests, the staff, the treble, bass, tenor and alto clefs, and the ordinary musical signs; intervals and their inversion; time with special reference to accent; diatonic scales, major and the minor in both its harmonic and melodic forms; the more frequently employed musical terms; translating from solfa syllables to staff notation and *vice versa*.

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Music Appreciation: selected records of standard compositions to be studied under the headings, theme, story, rhythm, instruments.

Songs: songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting; memorizing songs.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

Books of Reference:

The New Educational Music Course—Cringan.
The Rudiments of Music and Elementary Harmony—Ham.
Solo Singer's Vade Mecum—Dunn.
Progressive Staff Readers (A, B, C, D)—Hunter.
A, B, C of Music Theory—Dunstan.
What We Hear in Music—Victor Co.
Victor Stories of Opera—Victor Co.
The First Book of the Gramaphone Record—Scholes.
Teachers' Handbook of Tonic-Solfa—Cringan.
The New Canadian Song Series—Cringan, Marshall.
Descriptive Analysis of Piano Works—Parry.
Resonance in Singing and Speaking—Fillebrown.
Magic of Melody—Gibbon.
Music in the Junior School—MacKenzie.
One Hundred and Forty Folk Songs—Concord Series.
How to Train Children's Voices—Hardy.
The Listener's Guide to Music—Scholes.
Listening Lessons in Music—Freyberg.
The Singing Period—Hill.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

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Books of Reference:

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.

Brown and Haley: The Teaching of Home Economics.

Hanna: Methods of Teaching Home Economics.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Bevier: Home Economics in Education.

Kauffman: Teaching Problems in Home Economics.

Brown and Others: Clothing Construction.

Jordan: Clothing—Fundamental Problems.

Syllabus of Home Economics: (American Home Economics Association).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.)

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)

Courses of Study: Ontario.

57. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY (For men and women):

(a) PRINCIPLES OF HEALTH INSTRUCTION.

(b) THEORY OF GYMNASTICS:

(c) OUTLINES IN ANATOMY AND PHYSIOLOGY.

(d) FIRST AID.

(e) GAMES AND ATHLETICS.

(f) TECHNIQUE OF TEACHING.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: for junior High School grades.

(b) GAMES: games suitable for all school conditions.

(c) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(d) TEACHING PRACTICE.

PRACTICE (For women):

(a) GYMNASTICS: for junior High School grades

(b) GAMES: for junior High School grades.

DETAILS OF SUBJECTS

(c) DANCING: for junior High School grades.

(d) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(e) TEACHING PRACTICE.

COURSE FOR SPECIALIST'S CERTIFICATE

The course will include the following subjects:

THEORY (For men and women):

(a) PRINCIPLES OF PHYSICAL EDUCATION.

(b) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.

(c) APPLIED ANATOMY AND KINESIOLOGY.

(d) CORRECTIVE GYMNASTICS: physical examinations; postural and physical defects; correction and treatment.

(e) PHYSIOLOGY OF EXERCISE.

(f) THEORY AND PRACTICE OF COACHING.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: review of work suitable for junior grades; work suitable for senior grades.

(b) GAMES: senior group and team games.

(c) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of various strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming for teaching purposes; water games and racing.

(d) TEACHING PRACTICE.

PRACTICE (For women):

(a) GYMNASTICS: review work of Elementary course; advanced work suitable for senior grades.

(b) GAMES—organization, coaching and refereeing of games.

(c) DANCING: advanced dancing technique; advanced folk, character, athletic and national dancing.

(d) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming; water games and racing.

(e) TEACHING PRACTICE: teaching and supervision in all branches of the work with emphasis on original work.

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Books of Reference:

Gymnastics:

Bjorksten: Principles of Gymnastics for Women and Girls, Parts I and II.
Bode: Expression Gymnastics.
Bukh: Fundamental Gymnastics.
Cotteral: Tumbling, Pyramid Building and Stunts.
Knudsen: A Testbook of Gymnastics.
Lippett: Manual of Corrective Gymnastics.
Lowman, Colestock and Cooper: Corrective Physical Education for Groups.
Rodgers: A Handbook of Stunts.
Schroeder: Handbook of Physical Education.
Syllabus of Physical Training (1933).
Wittich and Reuter: Exercises on the Apparatus, Tumbling and Stunts.

Games and Athletics:

Anderson: Basketball for Women.
Anderson: Tennis for Women.
Spaldings: Athletic Activities for Women and Girls, 115R.
Bancroft: Games for the Playground, Home, School and Gymnasium.
Frost and Cubberley: Field Hockey and Soccer.
Frost and Wardlaw: Basketball and Indoor Baseball for Women.
Frymir: Basketball for Women.
Frymir: Track and Field for Women.
Montgomery: Volleyball for Women.
Palmer: Baseball for Women.
Robertson: College Athletics.
Staley: Games, Contests and Relays.

Dancing:

Burchenal: Folk Dances and Singing Games.
Burchenal: Folk Dances from Old Homelands.
Burchenal: Folk Dances of Denmark.
Burchenal: Dances of the People.
Scottish Country Dance Book. Pater's Publications Limited.

Swimming:

Canadian Y.M.C.A. Swimming, Diving and Life-Saving Manual.
Royal Life Saving Society Handbook.
Handley: Swimming and Watermanship.
Sheffield: Swimming Simplified.

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Theory of Physical Education:

Bancroft: The Posture of School Children.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
Fisher and Fiske: How to Live.
H'Doubler: Dance and its Place in Education.
Lea and Febiger: Physical Education Activities for High School Girls.
McKenzie: Exercise in Education and Medicine.
Mitchell: Intramural Athletics.
Morrison and Chenoweth: Normal and Elementary Physical Diagnosis.
Mulliner and McKenzie: Elementary Anatomy and Physiology.
Sherman: Introduction to Physical Education.
Wayman: Education Through Physical Education.
Williams and Brownell: The Administration of Health and Physical Education.
Williams: The Organization and Administration of Physical Education.
Wood and Brownell: Source Book in Health and Physical Education.

ART

58. (*a*) *Course for the Elementary Certificate.*

Drawing: flower drawing; still life.

Design and Applied Art: principles and types of design.

Lettering.

Colour: theory of colour; practice in the use of colour.

Picture Composition.

Blackboard Drawing.

Appreciation and History of Art: the origins of art and development of art through the ages.

Methods of Teaching Art.

(b) *Course for the Specialist's Certificate.*

Drawing: additional exercises on elementary course; drawing from the living model; museum study and research.

Modelling: modelling in clay and making of plaster casts.

Design: a review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed test—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design.

Colour: further practice in the use of colour.

Composition: principles of composition applied in further exercises.

Blackboard drawing.

History of Art: various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery—printing, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Secondary Schools.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.
Hatton: Perspective; Figure Drawing.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.
Taylor: Elementary Art Teaching.

COMMERCIAL SUBJECTS

59. (1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

New Standard Course, Pitman Shorthand. Sir Isaac Pitman & Sons.
Review and Dictation Course. Sir Isaac Pitman & Sons.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Jones: Teaching Business Subjects. Ronald Press.
Lomax and Walsh: Problems of Teaching Shorthand. Prentice-Hall.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

New Standard Dictation Course. Sir Isaac Pitman & Sons.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Edward and Dickson: Elementary Typewriting Course. The Ryerson Press.

Edward and Dickson: Advanced Typewriting Course. The Ryerson Press.

20th Century Touch Typewriting. Southwestern Publishing Company.

Book: Learning to Typewrite. Gregg Publishing Company.

Clem: The Technique of Learning Typewriting. Gregg Publishing Company.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Bennett: Educational Bookkeeping. Sir Isaac Pitman & Sons.

Modern Bookkeeping Course. J. M. Dent & Sons.

Kahn and Klein: Principles and Methods in Commercial Education. Macmillan.

Lomax and Agnew: Problems of Teaching Bookkeeping. Prentice-Hall.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

60. A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 25th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(*a*) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(*b*) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

61. (1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $50 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $100 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) The fee for the examinations in the course for Intermediate certificates in Household Science when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

62. The Course of Study for the Intermediate certificate in Household Science includes the following.

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

63. (1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Household Management, 2 papers.
Elementary Applied Science, 1 paper.
General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

64. A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

Note: Candidates for the B.Paed. degree who had registered and completed at least a unit of attendance before July 1, 1931, may complete the B.Paed. course under the regulations then in force, providing that they do so not later than May, 1937.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.)

65. The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

For one of the above subjects the candidate, with the special, previous consent of the Committee in charge of the courses, may substitute an approved course in another department of the University, of a standard not lower than that of a minor in a course leading to the degree of Doctor of Philosophy.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the examination and library fees, is $50. The fee for examination is $5 for

each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours. On the report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.)

66. The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who has completed not later than May, 1936, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy completes the course for the degree of Bachelor of Pedagogy after May, 1936, he must take such additional qualifying tests as the instructors may require.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the

subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25; that for the regular session, which shall include the examination and library fees, $50. The fee for examination is $5 per subject of per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

67. For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—
Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Announcements—
Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1936-1937

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1936-1937

THE UNIVERSITY OF TORONTO PRESS
1936

ADMINISTRATIVE OFFICERS

The University

President:...The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Registrar.....Arthur Bertram Fennell, M.C., M.A.
Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A., F.R.S.C.
Director of Extension Work and Publicity..William James Dunlop, B.A., B.Paed.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Warden of Hart House.....John Burgon Bickersteth, M.C., M.A.
Director of University Health Service.....George Dana Porter, M.B.
Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B., D.P.H.
Manager of the University of Toronto Press....Richard J. Hamilton, B.A.

Ontario College of Education

President:...The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Dean.....J. G. Althouse, M.A., D.Paed.
Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, 371 Bloor Street, W., Toronto.

CALENDAR, 1936-37

1936—July 6.....Summer Session opens.
Aug. 7.....Summer Session closes.
Sept. 29.....Registration Day.
Sept. 30.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 30.....Opening Address by the President to the students all Faculties at 4 p.m. in Convocation Hall.
Oct. 1.....Meeting of Council.
Nov. 5.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at the Soldiers' Tower at 11 a.m. Neither lectures nor laboratory classes given from 10.40 a.m. to 11.15 a.m.
Dec. 3.....Meeting of Council.
Dec. 19.....Last day of lectures. Term ends at 12 noon.

1937—Jan. 4.....Winter Term begins at 9 a.m.
Jan. 7.....Meeting of Council.
Feb. 4.....Meeting of Council.
Mar. 4.....Meeting of Council.
Mar. 26.....Easter Vacation begins.
Apr. 5.....Spring Term begins.
Apr. 8.....Meeting of Council.
June 10, 11...University Commencement.
June 11.....Session closes.

1936 CALENDAR 1936

JANUARY						
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri	3	10	17	24	31
Sat.	4	11	18	25	..

FEBRUARY						
Sun.	.	2	9	16	23
Mon.	.	3	10	17	24
Tues.	.	4	11	18	25
Wed.	.	5	12	19	26
Thur.	.	6	13	20	27
Fri.	.	7	14	21	28
Sat.	1	8	15	22	29

MARCH						
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	31
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

APRIL						
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	..
Sat.	4	11	18	25	..

MAY						
Sun.	3	10	17	24	31
Mon.	4	11	18	25	..
Tues.	5	12	19	26	..
Wed.	6	13	20	27	..
Thur.	7	14	21	28	..
Fri.	1	8	15	22	29	..
Sat.	2	9	16	23	30	..

JUNE						
Sun.	.	7	14	21	28
Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	..
Thur.	4	11	18	25	..
Fri	5	12	19	26	..
Sat.	6	13	20	27	..

JULY						
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri	3	10	17	24	31
Sat.	4	11	18	25	..

AUGUST						
Sun.	2	9	16	23	30
Mon.	3	10	17	24	31
Tues	4	11	18	25	..
Wed.	5	12	19	26	..
Thur.	6	13	20	27	..
Fri.	7	14	21	28	..
Sat	1	8	15	22	29	..

SEPTEMBER						
Sun.	.	6	13	20	27
Mon.	.	7	14	21	28
Tues.	1	8	15	22	29
Wed.	2	9	16	23	30
Thur.	3	10	17	24	..
Fri.	4	11	18	25	..
Sat.	5	12	19	26	..

OCTOBER						
Sun.	.	4	11	18	25
Mon.	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	30
Sat.	3	10	17	24	31

NOVEMBER						
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	..
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

DECEMBER						
Sun.	.	6	13	20	27
Mon.	.	7	14	21	28
Tues.	1	8	15	22	29
Wed.	2	9	16	23	30
Thur.	3	10	17	24	31
Fri.	4	11	18	25	..
Sat.	5	12	19	26	..

1937 CALENDAR 1937

JANUARY						
Sun.	3	10	17	24	31
Mon.	4	11	18	25	..
Tues.	5	12	19	26	..
Wed.	6	13	20	27	..
Thur.	7	14	21	28	..
Fri.	1	8	15	22	29	..
Sat.	2	9	16	23	30	..

FEBRUARY						
Sun.	.	7	14	21	28
Mon	1	8	15	22	..
Tues.	2	9	16	23	..
Wed.	3	10	17	24	..
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

MARCH						
Sun.	.	7	14	21	28
Mon	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	31
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

APRIL						
Sun.	.	4	11	18	25
Mon	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	30
Sat.	3	10	17	24	..

MAY						
Sun.	2	9	16	23	30
Mon.	3	10	17	24	31
Tues.	4	11	18	25	..
Wed.	5	12	19	26	..
Thur.	6	13	20	27	..
Fri	7	14	21	28	..
Sat	1	8	15	22	29	..

JUNE						
Sun.	.	6	13	20	27
Mon.	.	7	14	21	28
Tues.	1	8	15	22	29
Wed.	2	9	16	23	30
Thur.	3	10	17	24	..
Fri.	4	11	18	25	..
Sat.	5	12	19	26	..

JULY						
Sun.	.	4	11	18	25
Mon.	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	30
Sat.	3	10	17	24	31

AUGUST						
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	31
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

SEPTEMBER						
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	..
Sat.	4	11	18	25	..

OCTOBER						
Sun.	3	10	17	24	31
Mon.	4	11	18	25	..
Tues.	5	12	19	26	..
Wed.	6	13	20	27	..
Thur.	7	14	21	28	..
Fri.	1	8	15	22	29	..
Sat.	2	9	16	23	30	..

NOVEMBER						
Sun.	.	7	14	21	28
Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	..
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

DECEMBER						
Sun.	.	5	12	19	26
Mon	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	31
Sat.	4	11	18	25	..

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education* and Art,* Interim First Class Public School certificates,* Interim Elementary certificates in Physical Education, Art and Vocal Music, Interim Intermediate certificates as teachers of Household Science, and certificates of standing in two of Shorthand, Typewriting, and Book-keeping.

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*The courses leading to Specialists' certificates in Physical Education and Art, and to Interim First Class Public School certificates, may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidate will be recommended for the certificate or endorsation mentioned.

A possible exception to this rule, in so far as it applies to Physical Education, is mentioned in 34(*c*).

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 29th, and the instruction will begin Wednesday, September 30th at 10 a.m. The Autumn Term will end December 19th, at 12 noon, and the Winter Term will begin January 4th at 9 a.m. The Spring Term will begin April 5th and end June 11th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $3.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. (*a*) The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

THE PAKENHAM MEMORIAL PRIZE

5. (*b*) As a memorial to Dr. William Pakenham, Dean of the Ontario College of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize of the value of $25. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the College, in the subjects of School Management and Law, Science of Education, English, History or Geography, and Practice Teaching.

HART HOUSE

6. All male students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 29th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1936.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) Before the final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 will be paid by applicants, will be conducted at the College of Education during the first two weeks after the opening of the term.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(4) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $75 for the course for Interim High School Assistants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas is $150 for the course for Interim High School Assistants' certificates or $20 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance is $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 will be required of all students, and a fee of $10 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils must be paid during the first month of enrolment. Examination fees must be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session will not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also familiarize themselves with the professional text-books whose titles appear in the lists given below under each subject.

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History and Civics, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take, if they possess the required academic qualifications, a Specialist's course, and *must* also take the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the course for standing in two of Shorthand, Typewriting, and Book-keeping. Under the conditions defined in 34 (*a*) (*c*) they *may* also take the course for the Specialist's certificate in Physical Education *or* Art.

ORGANIZATION OF COURSE

11. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observations and Practice-teaching.

(*b*) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

OBSERVATION AND PRACTICE-TEACHING

12. (1) The introductory course defined above will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

(2) (*a*) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) From time to time, throughout the College session, students will be excused from the regular College exercises, and will be assigned to approved practice-schools for continuous periods of Observation and Practice-teaching. For part of each of these periods of continuous practical work the student will be wholly responsible for the management of his class.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (*a*) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(*b*) From time to time, the lecturers of the Ontario College of Education may be present at the Observation lessons and Practice-teaching of the students and may join in the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the final examinations in Part I, each paper in the academic subjects will contain questions in methodology, which will test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*f*) The maximum marks assigned to each subject in Part I will be 100. In all subjects a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June must be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance will take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector will not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Ontario First Class certificates and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School, will be exempted from attendance at the Ontario College of Education, Toronto, but will attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I.

(*b*) Candidates who have attended the Summer Course under the conditions outlined in 5(*a*) above must also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Form III (grade V) of the Public or Separate School courses.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistant's certificate will be exempted from further attendance and may complete their standing for said certificates under the following conditions: (i) Candidates who fail in the practical test in teaching will be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I will rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*d*) Candidates who have fulfilled the requirements for admission to the High School Assistant's Course, who hold Interim Vocational certificates, and who have had at least two years of successful teaching experience in the Vocational Schools of Ontario will be exempt from attendance at the Ontario College of Education but may be admitted to the Summer Course for a High School Assistant's certificate, and if successful at the examinations held at the conclusion of the Summer Course, may, on the recommendation of the examiners, be granted by the Minister of Education provisional certificates as High School Assistants valid for one year.

Such candidates, in order to obtain Interim High School Assistants' certificates will pass the final examinations prescribed for Part I of the course for a High School Assistant's certificate and will also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

Candidates who have obtained Interim Vocational certificates by attendance at the Ontario Training College for Technical Teachers and who in addition to the practice teaching lessons required for a Vocational certificate, have taught to the satisfaction of the staffs of the Ontario Training College for Technical Teachers and the Ontario College of Education, at least ten lessons in academic subjects (English, Mathematics and Science) will be exempted from the practical test in teaching.

(*e*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also obtain a minimum of 75% in a qualifying examination before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistant's certificate or is an applicant for admission to the examinations therefor without attendance must obtain a minimum of 75% in a qualifying examination before he will be admitted to the examinations for the specialist certificate.

(*c*) A candidate will be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 will be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a specialist course or examination will be held at the Ontario College of Education annually in November, and will test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistant's certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistant's certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistant's certificate, will be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a specialist course or examination is taken during the same session as the specialist course or examination there is no additional fee; when it is taken in a different session the fee will be $5.00.

COURSES

17. (1) Courses will be offered for Interim High School specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least the equivalent of two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses leading to Interim High School Specialists' certificates in Physical Education and Art will also be offered under the conditions defined in Section 34.

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistant's certificate, the final standing of students in attendance in the specialist courses of 17 (1) above will be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a specialist course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Household Science under (1) and (2) above and who hold or obtain, First or Second Class Public School certificates may have their Specialist certificates endorsed as valid in the Household Science departments of the Public Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations will be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

SUPPLEMENTARY COURSES

21. Each student in attendance in the Interim High School Assistant's course must also take one of the following supplementary courses (see section 10(2), page 12).

22. As the supplementary courses are taken concurrently with the course for an Interim High School Assistant's certificate, no additional fee is required. The fee for examination in a supplementary course, when taken in a session other than the session of attendance, is $2 per examination paper or a maximum of $5.

I. COURSE FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

This course may not be completed in the regular College session, but for completion requires at least the equivalent of one subsequent Summer Session.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

TEXT-BOOKS

24. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those recommended by the instructors.

PROGRAMME OF STUDIES

25. The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects, some of which will be offered in the regular College session, the remainder in a Summer Session:

Part I: Primary Reading and Spelling; English and History; Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Vocal Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

COURSE FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

MODIFICATIONS OF THE COURSE

26. (1) Students who take the Latin, French, German, Spanish, or Greek of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistant's course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

27. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools and the Regulations governing the Summer Sessions conducted by the Department of Education.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

CERTIFICATES

28. (1) (*a*) Subject to the conditions of Sec. 26 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) who have failed to obtain the necessary final standing will be required to attend such other sessions as the Minister may prescribe.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

II. COURSE FOR ELEMENTARY PHYSICAL EDUCATION CERTIFICATES.

III. COURSE FOR ELEMENTARY ART CERTIFICATES.

IV. COURSE FOR ELEMENTARY VOCAL MUSIC CERTIFICATES.

V. COURSE FOR STANDING IN SHORTHAND, TYPEWRITING AND BOOK-KEEPING.

29. Students in supplementary courses II-V will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

30. The subjects of supplementary courses II-V are to be found in 55, 57, 58, and 59.

31. Observation and Practice-teaching are obligatory in each of the supplementary courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Swimming, Dancing.

FOR MEN: Gymnastics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature.
Lettering.
Colour.
Design.
Blackboard memory drawing.

Written tests:

(Two papers)

History of art.
Methods of teaching art in schools.

Each subject of the written and practical tests will be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations:

Rudiments and Theory of Music; Methods and Music Appreciation.

Practical Examinations:

Sight Singing; Ear Tests; Memory Tests; Voice Tests.
The maximum for each paper and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in the three Commercial Subjects from which the candidate must choose two:

Written Examinations

Shorthand, including Theory, Practice and Transcription; Typewriting; Book-keeping.

There will be an examination in each subject and each examination shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an

Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to the subject of the written test and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject of the written tests and of 60% of the marks assigned to each subject of the practical tests, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written and 60% of the marks assigned to each subject of the practical tests, respectively, or (*d*) in Shorthand, Typewriting and Book-keeping a minimum of 50% of the marks assigned to each examination paper in the two subjects selected.

(2) (*a*) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in two of Shorthand, Typewriting, and Book-keeping whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in Swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following regulations:

(i) Candidates in Physical Education who fail in the one subject of the written test or in one subject of the practical tests or who fail in the one subject of the written test and in one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. Subject to the condition that credit will be allowed for a pass standing in the subject of the written test, all other unsuccessful candidates must repeat the course for a certificate.

(ii) Candidates in Art who fail in one subject of the written tests or in one subject of the practical tests or who fail in one subject of both written and practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Candidates who pass in the subjects of the written tests and fail in

more than one subject of the practical tests must repeat the course in all the subjects of the practical tests.

Candidates who pass in the subjects of the practical tests and fail in more than one subject of the written tests will be allowed credit for the subjects of the practical tests but will repeat the course in attendance in all the subjects of the written tests. If, however, such candidates obtained at least 40% in the subjects of failure, they will not be required to repeat the course in attendance but will be permitted to take the final written tests.

(iii) Candidates in Vocal Music who fail in the written tests or in not more than one subject of the practical tests, or who fail in the written tests and in not more than one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. All other candidates who fail must repeat the course for a certificate.

(iv) Candidates in the subjects of the Commercial Course will be allowed credit towards an Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART

These courses may not be completed in the regular College session, but for completion require at least the equivalent of one subsequent Summer Session, except in the case of students referred to in 34(*c*).

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialist courses in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Specialist courses in Physical Education or Art will not be granted, however, to students who are registered in one of the Specialist courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialist course in Physical Education or Art under (*a*) above will take both the Elementary course and the Specialist course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

(*c*) Admission to the Elementary and Specialist courses in Physical Education and exemption from the practical exercises and tests of both courses will be granted to students (i) who hold the diploma in Physical Education of the University of Toronto, with a final standing not lower than 60%, or (ii) who have completed the two-year normal course in physical education of the Margaret Eaton School, with a final standing not lower than 60%.[1] These students will be required to take the written examinations in both courses and also the Observation and Practice-teaching.

35. Students admitted to the Specialist courses in Physical Education or Art under 34 (*a*) (*c*) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57, and those of the course for Specialists' certificates in Art in 58.

(*b*) Observation and Practice-teaching are obligatory in each of these courses.

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[1]See also 7(1)(*e*), page 10.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued.*

37. (*a*) The following is the scheme of examinations and tests in the Specialist course in Physical Education and the maximum marks for each:

(i) *Written Examinations:*

Theory of Physical Education.

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics; Games; Dancing; Swimming.

FOR MEN: Gymnastics; Apparatus; Coaching of Team Games; Swimming; Track and Field Athletics.

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail must repeat their attendance and all examinations and tests.

(*b*) The following is the scheme of examinations and tests in the Specialist course in Art and the maximum marks for each:

(i) *Practical Tests*

Drawing natural forms.
Drawing from objects.
Blackboard drawing.
Pictorial composition in colour.
Modelling.
Design.
Drawing from the living model.

Written Examinations

(Two papers)

History of Art.
Methods of Teaching Art in High Schools.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(ii) The requirements to pass are 60% of the marks allotted to each subject of the practical tests and 50% of the marks allotted to each subject of the written examinations, respectively, and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than one subject of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Specialists' certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Specialists' certificates in Physical Education or Art, as the case may be.

Students who are awarded Interim Specialists' certificates in Physical Education or Art and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education or Art valid in Public and Separate Schools.

(*b*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Specialists' certificates as teachers of Physical Education endorsed "not including swimming".

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Shorthand, Typewriting and Bookkeeping are given below. For the course for Interim First Class Public School certificates these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates and in the regulations governing the Summer Sessions conducted by the Department of Education.

THE SCIENCE OF EDUCATION.

40. (*a*) *Principles of Method.* The course will begin with a brief discussion of assignments, types of lessons, questioning, treatment of answers, oral and written exercises, etc., as a preliminary to Observation and Practice-teaching in the schools. This preliminary course will be followed throughout the Autumn term by demonstration lessons with discussions of the principles involved. Early in the Autumn term a list of problems will be assigned to be investigated in these demonstrations, in the students' Observations and Practice-teaching, and in prescribed collateral reading on each problem. The Winter and Spring terms will be devoted to a systematic study of the problems and their solutions as outlined in the Manual on the Principles of Method.

(*b*) *Educational Psychology.*—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.
Adams (Ed.): The New Teaching.
Ballard: The New Examiner.
Drummond: An Introduction to Child Study.
Gates: Psychology for Students of Education.
Jordan: Educational Psychology.
Kilpatrick: Foundations of Method.
Morrison: Basic Principles in Education.
Ruediger: Teaching Procedures.
Sandiford: Educational Psychology.
Spearman: Abilities of Man
Starch: Educational Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

DETAILS OF SUBJECTS.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: Class Management; School Discipline.

Bennett: School Efficiency.

Briggs: Secondary Education.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Ballard: On Teaching the Mother Tongue.
Bradby: About English Poetry.
Clark: The Interpretation of the Printed Page.
Haddow: On the Teaching of Poetry.
Lamborn: Expression.
Lamborn: The Rudiments of Criticism.
Pertwee: The Art of Speaking.
Quiller-Couch: The Art of Writing.
Webster and Smith: Teaching English in the Junior High School

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Binning and Binning: Teaching the Social Studies in Secondary Schools.
Tryon: The Teaching of History in Junior and Senior High School.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

DETAILS OF SUBJECTS.

Books of Reference in English:

Abercrombie: Poetry—its Music and Meaning.
Ballard: Thought and Language.
Drinkwater: The Lyric.
Eliot: The use of Poetry and the Use of Criticism.
Gurrey: The Appreciation of Poetry.
Newbolt: The Teaching of English in England.
Pocock: Pen and Ink.
Raleigh: Style.
Richards: The Principles of Literary Criticism.
Thouless: Straight and Crooked Thinking.

Books of Reference in History:

Binning and Binning: Teaching the Social Studies in Secondary Schools.
Johnson: The Teaching of History.
Hasluck: The Teaching of History.
Keatinge: Studies in the Teaching of History.
Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).
Report of the Commission on the Social Studies (American Historical Association).
Wilson: Education for Responsibility.
Year-books of the National Council for the Social Studies.
Articles in "History," "The Social Studies," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

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The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

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propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Durrell: The Teaching of Elementary Algebra.
Godfrey and Siddons: The Teaching of Elementary Mathematics.
Public School Manual in Arithmetic.
Ligda: The Teaching of Elementary Algebra.
Lannes: The Teaching of Arithmetic.
McMurry: Special Method in Arithmetic.
Smith and Reeve: The Teaching of Junior High School Mathematics.
Taylor: Arithmetic for Teacher Training Classes.
Thorndike: New Methods in Arithmetic.
Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.
Howell: A Foundation Study in the Pedagogy of Arithmetic.
Nunn: The Teaching of Algebra, including Trigonometry.
Schultze: The Teaching of Secondary Mathematics.
Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.
Young: The Teaching of Mathematics.
Articles in "School Science and Mathematics," and "The Mathematics Teacher."

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Chisholm: Handbook of Commercial Geography.
Cornish: Geography of Commerce for Canadians.
Forsaith: Handbook for Geography Teachers.
Morrison: Canadian Commercial Geography.
National Society for the Study of Education: The Teaching of Geography.
Philip: Memorandum on the Teaching of Geography.
Stamp: An Intermediate Commercial Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

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Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Lloyd and Bigelow: The Teaching of Biology.
Newbury: The Teaching of Chemistry.
Phillips and Cox: Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.
Twiss: Principles of Science Teaching.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

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Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Cornish: Senior Chemistry.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.
Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental Regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present Regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection lantern; the moving picture machine; agricultural periodicals, reference

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books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Lane: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin and Gulick: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.
Valentine: Latin; its Place in Education.
The American Classical Investigation: Report, Parts 1 and 2.

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SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, the topics treated will be those which are germane to the teaching of the Latin and Greek authors and prose prescribed for study in the Upper Shool during the current year. These will include:

A study of adequate translation of the works of Latin and Greek authors.

Appreciation of the art of Horace, Virgil, Catullus, and Homer.

The legacy of Greece and Rome.

The teaching of the following metres: Hexameter, Elegiac, Sapphic, Alcaic.

The different types of poetry represented in the prescribed authors and the debt of English writers to classical originals.

The teaching of Latin continuous prose composition.

The morphology and syntax of Attic Greek together with a general treatment of the principles of Greek accent.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

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Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free repro-

duction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Cole: Modern Foreign Languages and their Teaching.
Coleman: Analytical Bibliography of Modern Language Teaching, 1927-1932.
Coleman: Experiments and Studies in Modern Language Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Fife: Summary of Reports on the Modern Foreign Languages.
Henmon: Achievement Tests in Modern Foreign Languages.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Palmer-Redman: This Language Learning Business.
Sigwalt: De l'Enseignement des Langues Vivantes.
West: Learning to Read a Foreign Language.
West: Learning to Speak a Foreign Language.

55. VOCAL MUSIC

Course for Elementary Certificate.

Staff Notation.
Sight Singing.
Ear Training.
Voice Training.
Harmony Analysis.
Rudiments of Music.
Music Appreciation.
Choral Singing.
Methods.

Books of Reference:

Concord Series—One Hundred and Forty Folk Songs.
Cringan: The New Educational Music Course.
Cringan: Teachers' Handbook of Tonic-Solfa.
Cringan and Marshall: The New Canadian Song Series.
Dunn: Solo Singer's Vade Mecum.
Dunstan: A, B, C of Music Theory.
Fillebrown: Resonance in Singing and Speaking.
Freyberg: Listening Lessons in Music.
Gibbon: Magic of Melody.

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Ham: The Rudiments of Music and Elementary Harmony.
Hardy: How to Train Children's Voices.
Hill: The Singing Period.
Hunter: Progressive Staff Readers (A, B, C, D).
MacKenzie: Music in the Junior School.
Parry: Descriptive Analysis of Piano Works.
Scholes: The First Book of the Gramaphone Record.
Scholes: The Listener's Guide to Music.
Victor Co.: Victor Stories of Opera.
Victor Co.: What We Hear in Music.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Regulations and Courses of Study for the Public and High Schools of Ontario.
Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Bevier: Home Economics in Education.
Brown and Haley: The Teaching of Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Hanna: Methods of Teaching Home Economics.
Kauffman: Teaching Problems in Home Economics.
Kinyon and Hopkins,: Junior Home Economics.
Rose: Teaching Nutrition to Boys and Girls.
Spafford: Fundamentals in Teaching Home Economics.
Winchell: Home Economics for Public School Administrators.
Syllabus of Home Economics (American Home Economics Association).
Vocational Homemaking Education (Teachers College, New York).
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington).

DETAILS OF SUBJECTS

57. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY (For men and women):

(a) PRINCIPLES OF HEALTH INSTRUCTION.

(b) THEORY OF GYMNASTICS:

(c) OUTLINES IN ANATOMY AND PHYSIOLOGY.

(d) FIRST AID.

(e) GAMES AND ATHLETICS.

(f) TECHNIQUE OF TEACHING.

PRACTICE (For men):

(a) GENERAL GYMNASTICS: for junior High School grades.

(b) GAMES: games suitable for all school conditions.

(c) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(d) TEACHING PRACTICE.

PRACTICE (For women):

(a) GYMNASTICS: for junior High School grades

(b) GAMES: for junior High School grades.

(c) DANCING: for junior High School grades.

(d) SWIMMING: land drill in crawl stroke, back stroke (frog kick), sculling; practice of these strokes in the water; swim sixty feet by any approved stroke.

(e) TEACHING PRACTICE.

COURSE FOR SPECIALIST'S CERTIFICATE

The course will include the following subjects:

THEORY (For men and women):

(a) PRINCIPLES OF PHYSICAL EDUCATION.

(b) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.

(c) APPLIED ANATOMY AND KINESIOLOGY.

(d) CORRECTIVE GYMNASTICS: physical examinations; postural and physical defects; correction and treatment.

(e) PHYSIOLOGY OF EXERCISE.

(f) THEORY AND PRACTICE OF COACHING.

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PRACTICE (For men):

(a) GENERAL GYMNASTICS: review of work suitable for junior grades; work suitable for senior grades.

(b) GAMES: senior group and team games.

(c) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of various strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming for teaching purposes; water games and racing.

(d) TEACHING PRACTICE.

PRACTICE (For women):

(a) GYMNASTICS: review work of Elementary course; advanced work suitable for senior grades.

(b) GAMES—organization, coaching and refereeing of games.

(c) DANCING: advanced dancing technique; advanced folk, character, athletic and national dancing.

(d) SWIMMING: Bronze Medallion, R.L.S.S.; Honorary Instructor, R.L.S.S.; sufficient knowledge of strokes for teaching purposes; sufficient knowledge of diving for teaching purposes; sufficient knowledge of stunt swimming; water games and racing.

(e) TEACHING PRACTICE: teaching and supervision in all branches of the work with emphasis on original work.

Books of Reference:

Gymnastics:

Bjorksten: Principles of Gymnastics for Women and Girls, Parts I and II.
Bukh: Fundamental Gymnastics (Danish).
Cotteral: Tumbling, Pyramid Building and Stunts.
Hawtin: Gymnastic Pyramids.
Knudsen: A Textbook of Gymnastics.
McDowell: Gymnastic Movements.
McDowell: Vaulting.
Rodgers: A Handbook of Stunts.
Syllabus of Physical Training (1933).

Games and Athletics:

Anderson: Tennis for Women.
Spaldings: Athletic Activities for Women and Girls, 115R.
Bancroft: Games for the Playground, Home, School and Gymnasium.
Duckett: Athletics, How to Succeed.
Frost and Cubberley: Field Hockey and Soccer.

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Frymir: Basketball for Women.
Frymir: Track and Field for Women.
Hunt: Football, How to Succeed.
Jarman: Physical Training Through Organized Games.
Mason and Mitchell: Active Games and Contests.
Montgomery: Volleyball for Women.
Palmer: Baseball for Women.
Staley: Games, Contests and Relays.
Tisdall: The Young Athlete.
Veenker: Basketball for Coaches and Players.

Dancing:

Burchenal: Folk Dances and Singing Games.
Burchenal: Folk Dances from Old Homelands.
Burchenal: Folk Dances of Denmark.
Burchenal: Dances of the People.
Duggan: Tap Dances for School and Recreation.
English Country Dance Book.
Scottish Country Dance Book. (Pater's Publications Limited).

Swimming:

Canadian Y.M.C.A. Swimming, Diving and Life-Saving Manual.
Royal Life Saving Society Handbook.
Handley: Swimming and Watermanship.
Hedges: Swimming, How to Succeed.
Sheffield: Swimming Simplified.

Theory of Physical Education:

Best and Taylor: The Human Body.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
Bundy: Anatomy and Physiology.
Lovett: Lateral Curvature of the Spine and Round Shoulders.
McKenzie: Exercise in Education and Medicine.
Mitchell: Intramural Athletics.
Morrison and Chenoweth: Normal and Elementary Physical Diagnosis.
Mulliner and McKenzie: Elementary Anatomy and Physiology.
Physical Education Activities for High School Girls. (Lea and Febiger).
Sharman: Introduction to Physical Education.
Skarstrom: Gymnastic Teaching.
Solandt: Highways to Health.
Wayman: Education Through Physical Education.
Williams: The Organization and Administration of Physical Education.

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Williams: Personal Hygiene Applied.
Williams and Brownell: The Administration of Health and Physical Education.
Wood and Cassidy: The New Physical Education.

Articles in "The Athletic Journal," and "The Journal of Health and Physical Education."

ART

58. COURSE FOR ELEMENTARY CERTIFICATE.

Drawing: flower drawing; still life.

Design and Applied Art: principles and types of design.

Lettering.

Colour: theory of colour; practice in the use of colour.

Picture Composition.

Blackboard Drawing.

Appreciation and History of Art: the origins of art and development of art through the ages.

Methods of Teaching Art.

COURSE FOR SPECIALIST'S CERTIFICATE

Drawing: additional exercises on elementary course; drawing from the living model; museum study and research.

Modelling: modelling in clay and making of plaster casts.

Design: a review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed test—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design.

Colour: further practice in the use of colour.

Composition: principles of composition applied in further exercises.

Blackboard drawing.

History of Art: various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery—printing, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Secondary Schools.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.
Fletcher: A History of Architecture.
Hatton: Perspective; Figure Drawing.
Johnston: Writing and Illuminating and Lettering.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.

Neale: Picture Study in the Grades.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.

59. COMMERCIAL SUBJECTS

(1) Shorthand:

Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

New Standard Course, Pitman Shorthand. Sir Isaac Pitman & Sons.
Review and Dictation Course. Sir Isaac Pitman & Sons.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Lomax and Walsh: Problems of Teaching Shorthand. Prentice-Hall.
Miller: Methods in Commercial Teaching Southwestern Publishing Co.

NOTE—The Student should read at least one book printed in shorthand.

Shorthand Practice and Transcription:

(*a*) Writing in approved Isaac Pitman Shorthand six hundred words of business correspondence and prose selections dictated at the rate of sixty words per minute.

(*b*) Transcription of the shorthand notes on a typewriter with a blanked keyboard at the rate of twenty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

Texts:

New Standard Dictation Course. Sir Isaac Pitman & Sons.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Edward and Dickson: Elementary Typewriting Course. The Ryerson Press.

20th Century Touch Typewriting. Southwestern Publishing Company.

Altholz and Smith: New Standard Typewriting. (Sir Isaac Pitman & Sons).

Book: Learning to Typewrite. Gregg Publishing Company.

Clem: The Technique of Learning Typewriting. Gregg Publishing Company.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities, proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, Preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

NOTE.—Candidates who have passed in only one Elementary Bookkeeping paper will be required to take the examination in Elementary Bookkeeping prescribed by the new syllabus.

Texts:

Bennett: Educational Bookkeeping. Sir Isaac Pitman & Sons.
Modern Bookkeeping Course. J. M. Dent & Sons.
Rosenkampff and Wallace: Bookeeping. Prentice.
Kahn and Klein: Principles and Methods in Commercial Education. Macmillan.
Lomax and Agnew: Problems of Teaching Bookkeeping. Prentice-Hall.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

60. (1) A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 29th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(*a*) A certificate from a competent authority that she is a British subject.

(*b*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(*e*) One of the following:

(i) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(ii) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

(2) Before final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 will be paid by applicants, will be conducted at the College of Education during the first two weeks after the opening of the term.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

61. (1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $75 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $150 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) The fee for the examinations in the course for Intermediate certificates in Household Science when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

62. The Course of Study for the Intermediate certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

EXAMINATIONS

63. (1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Household Management, 2 papers.
Elementary Applied Science, 1 paper.
General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

64. A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

Note: Candidates for the B.Paed. degree who had registered and completed at least a unit of attendance before July 1, 1931, may complete the B.Paed. course under the regulations then in force, providing that they do so not later than May, 1937.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.)

65. The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

For one of the above subjects the candidate, with the special, previous consent of the Committee in charge of the courses, may substitute an approved course in another department of the University, of a standard not lower than that of a minor in a course leading to the degree of Doctor of Philosophy.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the

examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours. On the report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.)

66. The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who has completed not later than May, 1936, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy completes the course for the degree of Bachelor of Pedagogy after May, 1936, he must take such additional qualifying tests as the instructors may require.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has been selected with the approval of the Ontario College of Education. In

valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25; that for the regular session, which shall include the examination and library fees, $50. The fee for examination is $5 per subject or per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

67. For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science, Physical Education for Women.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Announcements—

Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1937-1938

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1937-1938

THE UNIVERSITY OF TORONTO PRESS
1937

ADMINISTRATIVE OFFICERS

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Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A., F.R.S.C.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
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Manager of the University of Toronto Press .....

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Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, 371 Bloor Street, W., Toronto.

CALENDAR, 1937-38

1937—July 5.....Summer Session opens.
Aug. 6.....Summer Session closes.
Sept. 28.....Registration Day.
Sept. 29.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 29.....Opening address by the President to the students all faculties at 4 p.m. in Convocation Hall.
Oct. 7.....Meeting of Council.
Nov. 4.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at the Soldiers' Tower at 11 a.m. Neither lectures nor laboratory classes given from 10.40 a.m. to 11.15 a.m.
Dec. 2.....Meeting of Council.
Dec. 18.....Last day of lectures. Term ends at 12 noon.

1938—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 6.....Meeting of Council.
Feb. 3.....Meeting of Council.
Mar. 3.....Meeting of Council.
Apr. 7.....Meeting of Council.
Apr. 15.....Easter Vacation begins.
Apr. 25.....Spring Term begins.
June 9, 10....University Commencement.
June 10.....Session closes.

1937 CALENDAR 1937

JANUARY						FEBRUARY						MARCH					
Sun.	3	10	17	24	31	Sun.	.	7	14	21	28	Sun.	.	7	14	21	28
Mon.	4	11	18	25	..	Mon	1	8	15	22	..	Mon	1	8	15	22	29
Tues.	5	12	19	26	..	Tues.	2	9	16	23	..	Tues.	2	9	16	23	30
Wed.	6	13	20	27	..	Wed.	3	10	17	24	..	Wed.	3	10	17	24	31
Thur.	7	14	21	28	..	Thur.	4	11	18	25	..	Thur.	4	11	18	25	..
Fri.	1	8	15	22	29	..	Fri.	5	12	19	26	..	Fri.	5	12	19	26	..
Sat.	2	9	16	23	30	..	Sat.	6	13	20	27	..	Sat.	6	13	20	27	..

APRIL						MAY						JUNE					
Sun.	.	4	11	18	25	Sun.	2	9	16	23	30	Sun.	.	6	13	20	27
Mon	.	5	12	19	26	Mon.	3	10	17	24	31	Mon.	.	7	14	21	28
Tues.	.	6	13	20	27	Tues.	4	11	18	25	..	Tues.	1	8	15	22	29
Wed.	.	7	14	21	28	Wed.	5	12	19	26	..	Wed.	2	9	16	23	30
Thur.	1	8	15	22	29	Thur.	6	13	20	27	..	Thur.	3	10	17	24	..
Fri.	2	9	16	23	30	Fri	7	14	21	28	..	Fri.	4	11	18	25	..
Sat.	3	10	17	24	..	Sat	1	8	15	22	29	..	Sat.	5	12	19	26	..

JULY						AUGUST						SEPTEMBER					
Sun.	.	4	11	18	25	Sun.	1	8	15	22	29	Sun.	.	5	12	19	26
Mon.	.	5	12	19	26	Mon.	2	9	16	23	30	Mon.	.	6	13	20	27
Tues.	.	6	13	20	27	Tues.	3	10	17	24	31	Tues.	.	7	14	21	28
Wed.	.	7	14	21	28	Wed.	4	11	18	25	..	Wed.	1	8	15	22	29
Thur.	1	8	15	22	29	Thur.	5	12	19	26	..	Thur.	2	9	16	23	30
Fri.	2	9	16	23	30	Fri.	6	13	20	27	..	Fri.	3	10	17	24	31
Sat.	3	10	17	24	31	Sat.	7	14	21	28	..	Sat.	4	11	18	25	..

OCTOBER						NOVEMBER						DECEMBER					
Sun.	3	10	17	24	31	Sun.	.	7	14	21	28	Sun.	.	5	12	19	26
Mon.	4	11	18	25	..	Mon.	1	8	15	22	29	Mon	.	6	13	20	27
Tues.	5	12	19	26	..	Tues.	2	9	16	23	30	Tues.	.	7	14	21	28
Wed.	6	13	20	27	..	Wed.	3	10	17	24	..	Wed.	1	8	15	22	29
Thur.	7	14	21	28	..	Thur.	4	11	18	25	..	Thur.	2	9	16	23	30
Fri.	1	8	15	22	29	..	Fri.	5	12	19	26	..	Fri.	3	10	17	24	31
Sat.	2	9	16	23	30	..	Sat.	6	13	20	27	..	Sat.	4	11	18	25	..

1938 CALENDAR 1938

JANUARY						FEBRUARY						MARCH					
Sun.	2	9	16	23	30	Sun.	.	6	13	20	27	Sun.	.	6	13	20	27
Mon.	3	10	17	24	31	Mon.	.	7	14	21	28	Mon.	.	7	14	21	28
Tues.	4	11	18	25	..	Tues.	1	8	15	22	..	Tues.	1	8	15	22	29
Wed.	5	12	19	26	..	Wed.	2	9	16	23	..	Wed.	2	9	16	23	30
Thur.	6	13	20	27	..	Thur.	3	10	17	24	..	Thur.	3	10	17	24	31
Fri.	.	7	14	21	28	..	Fri.	4	11	18	25	..	Fri.	4	11	18	25	..
Sat	1	8	15	22	29	..	Sat.	5	12	19	26	..	Sat.	5	12	19	26	..

APRIL						MAY						JUNE					
Sun.		3	10	17	24	Sun.	1	8	15	22	29	Sun.	.	5	12	19	26
Mon.		4	11	18	25	Mon.	2	9	16	23	30	Mon.	.	6	13	20	27
Tues.		5	12	19	26	Tues.	3	10	17	24	31	Tues	.	7	14	21	28
Wed.		6	13	20	27	Wed.	4	11	18	25	..	Wed.	1	8	15	22	29
Thur.		7	14	21	28	Thur.	5	12	19	26	..	Thur.	2	9	16	23	30
Fri.	1	8	15	22	29	Fri.	6	13	20	27	..	Fri.	3	10	17	24	..
Sat.	2	9	16	23	30	Sat.	7	14	21	28	..	Sat.	4	11	18	25	..

JULY						AUGUST						SEPTEMBER					
Sun	3	10	17	24	31	Sun.	.	7	14	21	28	Sun.	.	4	11	18	25
Mon.	4	11	18	25	..	Mon.	1	8	15	22	29	Mon.	.	5	12	19	26
Tues.	5	12	19	26	..	Tues.	2	9	16	23	30	Tues.	.	6	13	20	27
Wed.	6	13	20	27	..	Wed.	3	10	17	24	31	Wed.	.	7	14	21	28
Thur.	7	14	21	28	..	Thur.	4	11	18	25	..	Thur.	1	8	15	22	29
Fri.	1	8	15	22	29	..	Fri	5	12	19	26	..	Fri	2	9	16	23	30
Sat.	2	9	16	23	30	..	Sat.	6	13	20	27	..	Sat.	3	10	17	24	..

OCTOBER						NOVEMBER						DECEMBER					
Sun.	2	9	16	23	30	Sun.	.	6	13	20	27	Sun.	.	4	11	18	25
Mon.	3	10	17	24	31	Mon.	.	7	14	21	28	Mon.	.	5	12	19	26
Tues.	4	11	18	25	..	Tues.	1	8	15	22	29	Tues.	.	6	13	20	27
Wed.	5	12	19	26	..	Wed.	2	9	16	23	30	Wed.	.	7	14	21	28
Thur.	6	13	20	27	..	Thur.	3	10	17	24	..	Thur.	1	8	15	22	29
Fri.	7	14	21	28	..	Fri	4	11	18	25	..	Fri.	2	9	16	23	30
Sat.	1	8	15	22	29	..	Sat.	5	12	19	26	..	Sat.	3	10	17	24	31

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education,* Interim First Class Public School certificates,† Interim Elementary certificates in Physical Education, Art and Vocal Music, Interim Intermediate certificates in Household Science, Physical Education and Art, and certificates of standing in certain of the subjects required for the Elementary Commercial certificate.

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*The course leading to a Specialist's certificate in Physical Education is open only to those who qualify under section 34(c).

†The course leading to the Interim First Class Public School certificate may not be completed in the regular College session, but requires at least the equivalent of one subsequent Summer Session before the candidate will be recommended for the certificate.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 28th, and the instruction will begin Wednesday, September 29th at 10 a.m. The Autumn Term will end December 18th, at 12 noon, and the Winter Term will begin January 3rd at 9 a.m. The Spring Term will begin April 15th and end June 10th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students shall share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $2.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. (*a*) The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

THE PAKENHAM MEMORIAL PRIZE

5. (*b*) As a memorial to Dr. William Pakenham, Dean of the Ontario College of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize of the value of $30 to $35. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the College, in the subjects of School Management and Law, Science of Education, English, History or Geography, and Practice Teaching.

HART HOUSE

6. All men students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate shall make application not later than September 28th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st of the year in which he applies for admission.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) Before the final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 will be paid by applicants, will be conducted at the College of Education during the first two weeks after the opening of the term.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

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In the session 1937-38, admission to the Ontario College of Education is restricted to those students who have graduated from an Ontario university, or whose home addresses as recorded on the register of the university from which they graduated are within the Province of Ontario, or who have attended an Ontario Secondary School for at least two years.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(4) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas shall be $75 for the course for Interim High School Assistants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas shall be $150 for the course for Interim High School Assistants' certificates or $20 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance shall be $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 and an athletic fee of $3 shall be paid by all students, and a fee of $12 for membership in Hart House by all men students. All students shall be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils shall be paid during the first month of enrolment. Examination fees shall be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session shall not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also familiarize themselves with the professional text-books whose titles appear in the lists given below under each subject.

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Part I: The Science of Education, School Management and Law, English, History and Civics, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take, if they possess the required academic qualifications, a Specialist's course, and shall also take the course for the First Class Public School Certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* the course for standing in Commercial subjects. Under the conditions defined in 34 (*a*), they *may* also take the course for the Intermediate certificate in Physical Education *or* Art.

ORGANIZATION OF COURSE

11. (1) The instruction in the special methodology of the subjects of the High School courses shall be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(2) So far as the conditions permit, the programme of instruction shall be organized on the basis of intensive study of a few subjects at a time.

(3) The following introductory work shall be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observation and Practice-teaching.

(*b*) Supervised Observation and Practice lessons in the different grades or forms of the High Schools. Students shall be notified of the subject and scope of each Observation lesson, and should prepare the lesson beforehand. After observing the lesson they shall discuss it with the teacher or lecturer concerned.

12. (1) The introductory course defined in 11(3) above shall be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

The Observation work shall begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction shall include for each student at least 25 full days of Observation and Practice-teaching. This number may be increased to meet the needs of individual students.

(2) (*a*) The Observation and Practice-teaching for each student shall be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) From time to time, throughout the College session, students shall be excused from the regular College exercises, and shall be assigned to approved practice-schools for continuous periods of Observation and Practice-teaching. For part of each of these periods of continuous practical work the student shall be wholly responsible for the management of his class.

(3) Students shall be notified of the subject and the scope of each Practice-teaching lesson required and shall prepare a plan of each Practice-teaching lesson for submission to the teacher.

(4) (*a*) The lecturers of the Ontario College of Education shall develop the details of their subjects in the teaching order, and, after each suitable step, shall also themselves teach model lessons in special classes and in the practice schools.

(*b*) From time to time, the lecturers of the Ontario College of Education shall be present at the Observation lessons and Practice-teaching of the students and shall join in the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance shall be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observation and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there shall be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the final examinations in Part I, each paper in the academic subjects shall contain questions in methodology, which shall test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he shall be rejected on this ground alone.

(*e*) No candidate shall be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I shall be 100. In all subjects a maximum of 40% of the marks shall be assigned to the sessional records and 60% to the final written examinations.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*g*) A maximum of 800 marks shall be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching shall be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing shall be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education shall take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing shall be determined in the subjects as constituted under the regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education shall take the prescribed final examinations in the subjects of Part I, and shall also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects covered by the certificate for which they are candidates.

(*b*) The pass standard for candidates exempt from attendance shall be the same as that for candidates in attendance but no allowance shall be made for sessional work, if any, in the case of candidates not in attendance.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June shall be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance shall take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector shall not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' Course and (i) who hold Ontario First Class certificates and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School, shall be exempted from attendance at the Ontario College of Education, Toronto, but shall attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and shall take the final examinations prescribed for Part I. They shall also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Form III (grade V) of the Public or Separate School courses.

(*b*) Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistant's certificate shall be exempted from further attendance and may

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Assistant's certificate shall be exempted from further attendance and may complete their standing for said certificates under the following conditions: (i) Candidates who fail in the practical test in teaching shall be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I shall rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*c*) Candidates who have fulfilled the requirements for admission to the High School Assistant's Course, who hold Interim Vocational certificates, and who have had at least two years of successful teaching experience in the Vocational Schools of Ontario shall be exempt from attendance at the Ontario College of Education but may be admitted to the Summer Course for a High School Assistant's certificate, and if successful at the examinations held at the conclusion of the Summer Course, may, on the recommendation of the examiners, be granted by the Minister of Education provisional certificates as High School Assistants valid for one year.

Such candidates, in order to obtain Interim High School Assistants' certificates shall pass the final examinations prescribed for Part I of the course for a High School Assistant's certificate and shall also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

Candidates who have obtained Interim Vocational certificates by attendance at the Ontario Training College for Technical Teachers and who in addition to the practice teaching lessons required for a Vocational certificate, have taught to the satisfaction of the staffs of the Ontario Training College for Technical Teachers and the Ontario College of Education, at least ten lessons in academic subjects (English, Mathematics and Science) shall be exempted from the practical test in teaching.

(*d*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course shall be exempted from attendance during the Autumn Term, but shall take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and shall also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, shall also be applicants for admission to the courses for Interim High School Assistants' certificates, or shall be applicants for admission to the examinations therefor without attendance throughout the session, or shall already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistant's certificate, shall comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and shall also obtain a minimum of 75% in a qualifying examination before he is admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistant's certificate or is an applicant for admission to the examinations therefor without attendance shall obtain a minimum of 75% in a qualifying examination before he is admitted to the examinations for the specialist certificate.

(*c*) A candidate shall be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 shall be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a specialist course or examination shall be held at the Ontario College of Education annually in November, and shall test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistant's certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistant's certificate, there shall be no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistant's certificate, shall be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a specialist course or examination is taken during the same session as the specialist course or examination there is no additional fee; when it is taken in a different session the fee shall be $5.00.

COURSES

17. (1) Courses shall be offered for Interim High School specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course shall consist of at least the equivalent of two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses leading to Interim High School Specialists' certificates in Physical Education shall also be offered under the conditions defined in Section 34 (*c*).

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates shall supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistant's certificate, the final standing of students in attendance in the specialist courses of 17 (1) above shall be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations shall be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching shall be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance shall be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case shall be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, and in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a specialist course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Household Science under (1) and (2) above and who hold or obtain, First or Second Class Public School certificates may have their Specialist certificates endorsed as valid in the Household Science departments of the Public Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations shall be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

SUPPLEMENTARY COURSES

21. Each student in attendance in the Interim High School Assistants' course shall also take one of the following supplementary courses (see section 10(2), page 12).

22. As the supplementary courses are taken concurrently with the course for an Interim High School Assistant's certificate, no additional fee shall be required. The fee for examination in a supplementary course, when taken in a session other than the session of attendance, shall be $2 per examination paper or a maximum of $5.

I. COURSE FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

This course may not be completed in the regular College session, but for completion requires at least the equivalent of one subsequent Summer Session.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates shall comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate *before* he has been awarded an Interim High School Assistant's certificate.

TEXT-BOOKS

24. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those recommended by the instructors.

PROGRAMME OF STUDIES

25. The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects, some of which will be offered in the regular College session, the remainder in a Summer Session:

Part I: Primary Reading and Spelling; English and History; Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Vocal Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

Part II: Observation and Practice-teaching—at least ten full days—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

COURSE FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

MODIFICATIONS OF THE COURSE

26. (1) Students who take the Latin, French, German, Spanish, or Greek of the Interim High School Assistant's course shall be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course shall be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science shall be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistant's course shall be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option shall be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

27. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates shall be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in such course. Subject to the same condition, the final standing of candidates not in attendance shall be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools and the Regulations governing the Summer Sessions conducted by the Department of Education.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

CERTIFICATES

28. (1) (*a*) Subject to the conditions of Sec. 27 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects shall be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) who have failed to obtain the necessary final standing will be required to attend such other sessions as the Minister may prescribe.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, shall apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

II. COURSE FOR ELEMENTARY PHYSICAL EDUCATION CERTIFICATES.

III. COURSE FOR ELEMENTARY ART CERTIFICATES.

IV. COURSE FOR ELEMENTARY VOCAL MUSIC CERTIFICATES.

V. COURSE FOR STANDING IN CERTAIN OF THE SUBJECTS REQUIRED FOR THE ELEMENTARY COMMERCIAL CERTIFICATE. The completion of the course for the Elementary Certificate requires at least the equivalent of one subsequent Summer Session.

29. Students in supplementary courses II-V shall supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

30. The subjects of supplementary courses II-V shall be those set forth in 55, 57, 58, and 59.

31. Observation and Practice-teaching are obligatory in each of the supplementary courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations and tests in Physical Education:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: Gymnastics, Games, Rhythmical Movements, Swimming.

FOR MEN: Gymnastics, Apparatus, Games, Swimming.

Fifty per cent, of the marks in each of the practical examinations shall be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(*b*) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work shall be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.
Drawing from nature.
Lettering.
Colour.
Design.
Blackboard memory drawing.

Written tests:

(Two papers)

History of art.
Methods of teaching art in schools.

Each subject of the written and practical tests shall be valued at 100.

(*c*) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations:

Rudiments and Theory of Music; Methods and Music Appreciation.

Practical Examinations:

Sight Singing; Ear Tests; Memory Tests; Voice Tests.

The maximum for each paper and for each of the practical tests shall be 100 marks.

(*d*) The following is the scheme of examinations in Commercial Subjects:

Written Examinations:

Shorthand, Theory, Typewriting, Book-keeping.

There will be an examination in each subject and each examination shall have a maximum value of 100.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or standing in Commercial Subjects, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to

Practice-teaching and (*a*) in Physical Education a minimum of 50% of the marks assigned to the subject of the written test and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Art a minimum of 50% of the marks assigned to each subject of the written tests and 60% of the marks assigned to each subject of the practical tests, or (*c*) in Music a minimum of 50% of the marks assigned to each subject of the written tests and 60% of the marks assigned to each subject of the practical tests, respectively, or (*d*) in Shorthand, Typewriting and Book-keeping a minimum of 50% of the marks assigned to each subject.

(2) (*a*) No student shall be awarded an Elementary certificate in Physical Education or Art or Vocal Music or standing in Commercial Subjects whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) The Dean shall investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following conditions:

(i) Candidates in Physical Education who fail in the one subject of the written test or in one subject of the practical tests or who fail in the one subject of the written test and in one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. Subject to the condition that credit shall be allowed for a pass standing in the subject of the written test, all other unsuccessful candidates shall repeat the course for a certificate.

(ii) Candidates in Art who fail in one subject of the written tests or in one subject of the practical tests or who fail in one subject of both written and practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance.

Candidates who pass in the subjects of the written tests and fail in more than one subject of the practical tests shall repeat the course in all the subjects of the practical tests.

Candidates who pass in the subjects of the practical tests and fail in more than one subject of the written tests shall be allowed credit for the subjects of the practical tests but shall repeat the course in attendance in all the subjects of the written tests.

(iii) Candidates in Vocal Music who fail in the written tests or in not more than one subject of the practical tests, or who fail in the written tests and in not more than one subject of the practical tests may complete their standing by passing in the subject or subjects concerned at a subsequent examination and without further attendance. All other candidates who fail shall repeat the course for a certificate.

(iv) Candidates in the subjects of the Commercial Course shall be allowed credit towards an Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART

To secure a Specialist's certificate in Physical Education or Art, the holder of an Intermediate certificate in Physical Education or Art shall complete successfully a subsequent Summer Session as prescribed by the Minister of Education.

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Intermediate courses in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Intermediate courses in Physical Education or Art shall not be granted, however, to students who are registered in one of the Specialist courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Intermediate course in Physical Education or Art under (*a*) above shall take both the Elementary course and the Specialist course, and shall not be awarded an Intermediate certificate until or unless he secures an Elementary certificate.

(*c*) Admission to the Elementary, Intermediate and Specialist courses in Physical Education and exemption from the practical exercises and tests of these courses will be granted to students (i) who hold the diploma in Physical Education of the University of Toronto, with a final standing not lower than 60%, or (ii) who have completed the two-year normal course in physical education of the Margaret Eaton School, with a final standing not lower than 60%.[1] These students shall take the written examinations in the Physical Education courses and also the Observation and Practice-teaching.

35. Students admitted to the Intermediate courses in Physical Education or Art under 34 (*a*) and to the Specialist course in Physical Education under 34 (*c*) above shall not pay an additional tuition fee, but shall supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Intermediate certificates in Physical Education are to be found in 57, and those of the course for Intermediate certificates in Art in 58.

(*b*) Observation and Practice-teaching are obligatory in each of these courses.

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[1]See also 7(1)(*e*), page 10.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

37. (*a*) The following is the scheme of examinations and tests in the Intermediate course in Physical Education:

(i) *Written Examinations:*

Theory of Physical Education.

Sessional and Final Practical Tests:

FOR WOMEN: Games, Rhythmical Movements.

FOR MEN: Gymnastics, Apparatus.

(ii) The subject of the written examinations and each subject of the practical tests shall be valued at 100 marks. In each of the practical tests 50% of the marks shall be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examinations may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail shall repeat their attendance and all examinations and tests.

(*b*) The following is the scheme of examinations and tests in the Intermediate course in Art:

(i) *Practical Tests:*

Drawing natural forms.
Drawing from objects.
Blackboard drawing.
Pictorial composition in colour.
Modelling.
Design.
Drawing from the living model.

Written Examinations:

(Two papers)

History of Art.
Methods of Teaching Art in High Schools.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(ii) The requirements to pass are 60% of the marks allotted to each subject of the practical tests and 50% of the marks allotted to each subject of the written examinations, respectively, and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching shall be granted credit for the written examination; but shall re-attend the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes on the practical tests but who fails on more than one subject of the written tests shall be granted credit for the practical tests. He shall take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Intermediate certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Intermediate certificates in Physical Education or Art, as the case may be.

Students who are awarded Interim Specialists' certificates in Physical Education (see Section 34 (*c*) above) and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education valid in Public and Separate Schools.

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Intermediate certificates in Physical Education and in Art, for Elementary certificates in Physical Education, Art and Vocal Music and for standing in Commercial Subjects are given below. For the course for Interim First Class Public School certificates these details and subjects shall be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates and in the regulations governing the Summer Sessions conducted by the Department of Education.

THE SCIENCE OF EDUCATION

40. (*a*) *Principles of Education.* (i) Instruction regarding types of lessons, preparation of lesson plans, etc., preliminary to Observation and Practice-teaching in schools. Demonstration lessons followed by discussions of the principles involved will be arranged throughout the Autumn term.

(ii) Aims of Education; educational agencies; the curriculum.

(iii) Classroom procedure—questioning, discipline, examinations.

(*b*) *Educational Psychology.* (i) The original nature of man, including a study of heredity, unlearned reactions, intelligence and personality.

(ii) The learning process, including rates of learning, economy of learning, memory, fatigue, reciprocal improvement of learning, and measurement of improvement.

(iii) Mental hygiene of the pupil and teacher.

(iv) Psychology of typical elementary and secondary school subjects.

(v) Child study, its aims, methods and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.
Adams (Ed.): The New Teaching.
Ballard: The New Examiner.
Bode: Modern Educational Theories.
Burt: The Young Delinquent.
Davis: Psychology of Learning.
Gates: Psychology for Students of Education.
Gray: Psychological Foundations of Education.
Jordan: Educational Psychology.
Kilpatrick: Foundations of Method.
Morrison: Basic Principles in Education.
Pintner: Intelligence Testing.
Ruediger: Teaching Procedures.
Sandiford: Educational Psychology.
Stoddard & Wellman: Child Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

Curricula: nature, purpose, method of selection, extra-curricular activities.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

DETAILS OF SUBJECTS.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: Class Management; School Discipline.

Bennett: School Efficiency.

Briggs: Secondary Education.

Cameron: The Financing of Education in Ontario.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Ballard: On Teaching the Mother Tongue.
Bradby: About English Poetry.
Clark: The Interpretation of the Printed Page.
Haddow: On the Teaching of Poetry.
Lamborn: Expression.
Lamborn: The Rudiments of Criticism.
Pertwee: The Art of Speaking.
Quiller-Couch: The Art of Writing.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.
Binning and Binning: Teaching the Social Studies in Secondary Schools.
Tryon: The Teaching of History in Junior and Senior High School.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

DETAILS OF SUBJECTS.

Books of Reference in English:

Abercrombie: Poetry—its Music and Meaning.
Ballard: Thought and Language.
Drinkwater: The Lyric.
Eliot: The use of Poetry and the Use of Criticism.
Gurrey: The Appreciation of Poetry.
Newbolt: The Teaching of English in England.
Pocock: Pen and Ink.
Raleigh: Style.
Richards: The Principles of Literary Criticism.
Thouless: Straight and Crooked Thinking.

Books of Reference in History:

Binning and Binning: Teaching the Social Studies in Secondary Schools.
Johnson: The Teaching of History.
Hasluck: The Teaching of History.
Keatinge: Studies in the Teaching of History.
Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).
Report of the Commission on the Social Studies (American Historical Association).
Wilson: Education for Responsibility.
Year-books of the National Council for the Social Studies.
Articles in "History," "The Social Studies," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

DETAILS OF SUBJECTS.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (*a*) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (*b*) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with

DETAILS OF SUBJECTS.

propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Durrell: The Teaching of Elementary Algebra.
Godfrey and Siddons: The Teaching of Elementary Mathematics.
Public School Manual in Arithmetic.
Ligda: The Teaching of Elementary Algebra.
Lannes: The Teaching of Arithmetic.
McMurry: Special Method in Arithmetic.
Smith and Reeve: The Teaching of Junior High School Mathematics.
Taylor: Arithmetic for Teacher Training Classes.
Thorndike: New Methods in Arithmetic.
Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.
Howell: A Foundation Study in the Pedagogy of Arithmetic.
Nunn: The Teaching of Algebra, including Trigonometry.
Schultze: The Teaching of Secondary Mathematics.
Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.
Young: The Teaching of Mathematics.
Articles in "School Science and Mathematics," and "The Mathematics Teacher."

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.
Chisholm: Handbook of Commercial Geography.
Cornish: Geography of Commerce for Canadians.
Forsaith: Handbook for Geography Teachers.
Morrison: Canadian Commercial Geography.
National Society for the Study of Education: The Teaching of Geography.
Philip: Memorandum on the Teaching of Geography.
Stamp: An Intermediate Commercial Geography.

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Lloyd and Bigelow: The Teaching of Biology.
Newbury: The Teaching of Chemistry.
Phillips and Cox: Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.
Twiss: Principles of Science Teaching.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Cornish: Senior Chemistry.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.
Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection lantern; the moving picture machine; agricultural periodicals, reference

DETAILS OF SUBJECTS.

books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their Properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Lane: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin and Gulick: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.
Valentine: Latin; its Place in Education.
The American Classical Investigation: Report, Parts 1 and 2.

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SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, the topics treated will be those which are germane to the teaching of the Latin and Greek authors and prose prescribed for study in the Upper School during the current year. These will include:

A study of adequate translation of the works of Latin and Greek authors.

Appreciation of the art of Horace, Virgil, Catullus, and Homer.

The legacy of Greece and Rome.

The teaching of the following metres: Hexameter, Elegiac, Sapphic, Alcaic.

The different types of poetry represented in the prescribed authors and the debt of English writers to classical originals.

The teaching of Latin continuous prose composition.

The morphology and syntax of Attic Greek together with a general treatment of the principles of Greek accent.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

DETAILS OF SUBJECTS.

Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.

German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free repro-

duction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Cole: Modern Foreign Languages and their Teaching.
Coleman: Analytical Bibliography of Modern Language Teaching, 1927-1932.
Coleman: Experiments and Studies in Modern Language Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Fife: Summary of Reports on the Modern Foreign Languages.
Henmon: Achievement Tests in Modern Foreign Languages.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.
Palmer-Redman: This Language Learning Business.
Sigwalt: De l'Enseignement des Langues Vivantes.
West: Learning to Read a Foreign Language.
West: Learning to Speak a Foreign Language.

55. VOCAL MUSIC

Course for Elementary Certificate

Staff Notation.
Sight Singing.
Ear Training.
Voice Training.
Harmony Analysis.
Rudiments of Music.
Music Appreciation.
Choral Singing.
Methods.

Books of Reference:

Concord Series—One Hundred and Forty Folk Songs.
Cringan: The New Educational Music Course.
Cringan: Teachers' Handbook of Tonic-Solfa.
Cringan and Marshall: The New Canadian Song Series.
Dunn: Solo Singer's Vade Mecum.
Dunstan: A, B, C of Music Theory.
Fillebrown: Resonance in Singing and Speaking.
Freyberg: Listening Lessons in Music.
Gibbon: Magic of Melody.

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Ham: The Rudiments of Music and Elementary Harmony.
Hardy: How to Train Children's Voices.
Hill: The Singing Period.
Hunter: Progressive Staff Readers (A, B, C, D).
MacKenzie: Music in the Junior School.
Parry: Descriptive Analysis of Piano Works.
Scholes: The First Book of the Gramaphone Record.
Scholes: The Listener's Guide to Music.
Victor Co.: Victor Stories of Opera.
Victor Co.: What We Hear in Music.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; illustration of methods in typical lessons; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Departmental regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Regulations and Courses of Study for the Public and High Schools of Ontario.
Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Bevier: Home Economics in Education.
Brown and Haley: The Teaching of Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Hanna: Methods of Teaching Home Economics.
Kauffman: Teaching Problems in Home Economics.
Kinyon and Hopkins,: Junior Home Economics.
Rose: Teaching Nutrition to Boys and Girls.
Spafford: Fundamentals in Teaching Home Economics.
Winchell: Home Economics for Public School Administrators.
Syllabus of Home Economics (American Home Economics Association).
Vocational Homemaking Education (Teachers College, New York).
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington).

DETAILS OF SUBJECT

PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):

(a) GYMNASTICS.
(b) APPARATUS.
(c) GAMES.
(d) SWIMMING.

PRACTICE (for women):

(a) GYMNASTICS.
(b) GAMES.
(c) RHYTHMICAL MOVEMENTS.
(d) SWIMMING.

COURSE FOR INTERMEDIATE CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):

(a) GYMNASTICS.
(b) APPARATUS.

PRACTICE (for women):

(a) GAMES.
(b) RHYTHMICAL MOVEMENTS.

Books of Reference:

Gymnastics:

Bjorksten: Principles of Gymnastics for Women and Girls, Parts I and II.
Bukh: Fundamental Gymnastics (Danish).
Cotteral: Tumbling, Pyramid Building and Stunts.
Hawtin: Gymnastic Pyramids.
Knudsen: A Textbook of Gymnastics.
McDowell: Gymnastic Movements.
McDowell: Vaulting.
Rodgers: A Handbook of Stunts.
Syllabus of Physical Training (1933).

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Games and Athletics:

Anderson: Tennis for Women.
Spaldings: Athletic Activities for Women and Girls, 115R.
Bancroft: Games for the Playground, Home, School and Gymnasium.
Duckett: Athletics, How to Succeed.
Frost and Cubberley: Field Hockey and Soccer.
Frymir: Basketball for Women.
Frymir: Track and Field for Women.
Hunt: Football, How to Succeed.
Jarman: Physical Training Through Organized Games.
Mason and Mitchell: Active Games and Contests.
Montgomery: Volleyball for Women.
Palmer: Baseball for Women.
Staley: Games, Contests and Relays.
Tisdall: The Young Athlete.
Veenker: Basketball for Coaches and Players.

Dancing:

Burchenal: Folk Dances and Singing Games.
Burchenal: Folk Dances from Old Homelands.
Burchenal: Folk Dances of Denmark.
Burchenal: Dances of the People.
Duggan: Tap Dances for School and Recreation.
English Country Dance Book.
Scottish Country Dance Book. (Pater's Publications Limited).

Swimming:

Canadian Y.M.C.A. Swimming, Diving and Life-Saving Manual.
Royal Life Saving Society Handbook.
Handley: Swimming and Watermanship.
Hedges: Swimming, How to Succeed.
Sheffield: Swimming Simplified.

Theory of Physical Education:

Best and Taylor: The Human Body.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
Bundy: Anatomy and Physiology.
Lovett: Lateral Curvature of the Spine and Round Shoulders.
McKenzie: Exercise in Education and Medicine.
Mitchell: Intramural Athletics.
Morrison and Chenoweth: Normal and Elementary Physical Diagnosis.
Mulliner and McKenzie: Elementary Anatomy and Physiology.

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Physical Education Activities for High School Girls. (Lea and Febiger).
Sharman: Introduction to Physical Education.
Skarstrom: Gymnastic Teaching.
Solandt: Highways to Health.
Wayman: Education Through Physical Education.
Williams: The Organization and Administration of Physical Education.
Williams: Personal Hygiene Applied.
Williams and Brownell: The Administration of Health and Physical Education.
Wood and Cassidy: The New Physical Education.

Articles in "The Athletic Journal," and "The Journal of Health and Physical Education."

ART

58. COURSE FOR ELEMENTARY CERTIFICATE.

Drawing: flower drawing; still life.

Design and Applied Art: principles and types of design.

Lettering.

Colour: theory of colour; practice in the use of colour.

Picture Composition.

Blackboard Drawing.

Appreciation and History of Art: the origins of art and development of art through the ages.

Methods of Teaching Art.

COURSE FOR INTERMEDIATE CERTIFICATE

Drawing: additional exercises on elementary course; drawing from the living model; museum study and research.

Modelling: modelling in clay and making of plaster casts.

Design: a review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design.

Colour: further practice in the use of colour.

Composition: principles of composition applied in further exercises.

Blackboard drawing.

History of Art: various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery—printing, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Secondary Schools.

Books of Reference:

Ontario Teachers' Manual: Art.
Branch: Illustrated Exercises in Design.
Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Cross: Colour.
Cross: Light and Shade.
Dow: Composition.
Fletcher: A History of Architecture.
Hatton: Perspective; Figure Drawing.
Johnston: Writing and Illuminating and Lettering
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.

Neale: Picture Study in the Grades.
Norton: Freehand Perspective and Sketching.
Prang's Art Education for High Schools.
Reinach: Apollo—Story of Art throughout the Ages.
Seaby: Drawing for Art Students.
Simonds: Modelling in Clay and Wax.
Strange: Handbook of Lettering.

59. COMMERCIAL SUBJECTS

(1) Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

New Standard Course, Pitman Shorthand. Sir Isaac Pitman & Sons.
Review and Dictation Course. Sir Isaac Pitman & Sons.
Shorthand Dictionary, New Era Edition. Sir Isaac Pitman & Sons.
Lomax and Walsh: Problems of Teaching Shorthand. Prentice-Hall.
Miller: Methods in Commercial Teaching Southwestern Publishing Co.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Stuart: Stuart Typing. Copp Clark Co.
20th Century Touch Typewriting. Southwestern Publishing Company.
Altholz and Smith: New Standard Typewriting. (Sir Isaac Pitman & Sons).
Book: Learning to Typewrite. Gregg Publishing Company.
Clem: The Technique of Learning Typewriting. Gregg Publishing Company.
O'Dell and Stuart: Principles and Techniques. Copp Clark Co.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities; proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

Texts:

Bennett: Educational Bookkeeping. Sir Isaac Pitman & Sons.
Modern Bookkeeping Course. J. M. Dent & Sons.
Rosenkampff and Wallace: Bookkeeping. Prentice.
Kahn and Klein: Principles and Methods in Commercial Education. Macmillan.
Lomax and Agnew: Problems of Teaching Bookkeeping. Prentice-Hall.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

60. (1) A candidate for admission to the course for the Interim Intermediate certificate in Household Science should make application, not later than September 29th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(*a*) A certificate from a competent authority that she is a British subject.

(*b*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(*e*) One of the following:

(i) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.

(ii) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

(2) Before final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 will be paid by applicants, will be conducted at the College of Education during the first two weeks after the opening of the term.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

61. (1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $75 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees. An athletic fee of $3 shall be paid by all students.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $150 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) The fee for the examinations in the course for Intermediate certificates in Household Science when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

62. The Course of Study for the Intermediate certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

EXAMINATIONS

63. (1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

64. A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.)

65. The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

The candidate who holds an Ontario Inspector's Certificate shall be exempted from attendance in one subject but shall take the written examination in the subject.

For one of the above subjects the candidate, with the special, previous consent of the Committee in charge of the courses, may substitute an approved course in another department of the University, of a standard not lower than that of a minor in a course leading to the degree of Doctor of Philosophy.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the

examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours. On the report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.)

66. The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who completed prior to May, 1937, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy has completed the course for the degree of Bachelor of Pedagogy in 1937 or later, he must pass a qualifying examination, to be held annually in February. Details of this examination may be obtained on application to the Secretary of the Ontario College of Education.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has

been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof. If the candidate publishes only an abstract of his thesis, he shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the abstract.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25; that for the regular session, which shall include the examination and library fees, $50. The fee for examination is $5 per subject or per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

67. For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Curriculum in Physical Education for Women

Announcements—

Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1938-1939

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1938-1939

THE UNIVERSITY OF TORONTO PRESS
1938

ADMINISTRATIVE OFFICERS

The University

President:... The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Registrar.....Arthur Bertram Fennell, M.C., M.A.
Bursar.....Ferdinand Albert Mouré, Mus.Doc.
Librarian.....William Stewart Wallace, M.A., F.R.S.C.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Director of University Extension and Publicity.William James Dunlop, B.A., B.Paed.
Warden of Hart House.....John Burgon Bickersteth, M.C., M.A.
Director of University Health Service.....George Dana Porter, M.B.
Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B.., D.P.H,
Manager of the University of Toronto Press.....A. Gordon Burns, B.A.

Ontario College of Education

President:... The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Dean.....J. G. Althouse, M.A., D.Paed.
Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, 371 Bloor Street, W., Toronto.

CALENDAR, 1938-39

1938—July 4.....Summer Session opens.
Aug. 5.....Summer Session closes.
Sept. 27.....Registration Day.
Sept. 28.....Opening Lecture at 10 a.m. in the Assembly Hall of the Ontario College of Education.
Sept. 28.....The opening address by the President to the students all the faculties at 4 p.m. in Convocation Hall.
Oct. 6.....Meeting of Council.
Nov. 3.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at the Soldiers' Tower at 11 a.m. Neither lectures nor laboratory classes given from 10.40 a.m. to 11.15 a.m.
Dec. 1.....Meeting of Council.
Dec. 17.....Last day of lectures. Term ends at 12 noon.

1939—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 5.....Meeting of Council.
Feb. 2.....Meeting of Council.
Mar. 2.....Meeting of Council.
Apr. 6.....Meeting of Council.
Apr. 7.....Easter Vacation begins.
Apr. 17.....Spring Term begins.
June 8, 9.....University Commencement.
June 9.....Session closes.

1938 CALENDAR 1938

JANUARY						FEBRUARY						MARCH						APRIL					
Sun.	2	9	16	23	30	Sun.	.	6	13	20	27	Sun.	.	6	13	20	27	Sun.		3	10	17	24
Mon.	3	10	17	24	31	Mon.	.	7	14	21	28	Mon.	.	7	14	21	28	Mon.		4	11	18	25
Tues.	4	11	18	25	..	Tues.	1	8	15	22	..	Tues.	1	8	15	22	29	Tues.		5	12	19	26
Wed.	5	12	19	26	..	Wed.	2	9	16	23	..	Wed.	2	9	16	23	30	Wed.		6	13	20	27
Thur.	6	13	20	27	..	Thur.	3	10	17	24	..	Thur.	3	10	17	24	31	Thur.		7	14	21	28
Fri.	7	14	21	28	..	Fri.	4	11	18	25	..	Fri.	4	11	18	25	..	Fri.	1	8	15	22	29
Sat.	1	8	15	22	29	..	Sat.	5	12	19	26	..	Sat.	5	12	19	26	..	Sat.	2	9	16	23	30

MAY						JUNE						JULY						AUGUST					
Sun.	1	8	15	22	29	Sun.	.	5	12	19	26	Sun	3	10	17	24	31	Sun.	.	7	14	21	28
Mon.	2	9	16	23	30	Mon.	.	6	13	20	27	Mon.	4	11	18	25	..	Mon.	1	8	15	22	29
Tues.	3	10	17	24	31	Tues.	.	7	14	21	28	Tues.	5	12	19	26	..	Tues.	2	9	16	23	30
Wed.	4	11	18	25	..	Wed.	1	8	15	22	29	Wed.	6	13	20	27	..	Wed.	3	10	17	24	31
Thur.	5	12	19	26	..	Thur.	2	9	16	23	30	Thur.	7	14	21	28	..	Thur.	4	11	18	25	..
Fri.	6	13	20	27	..	Fri.	3	10	17	24	..	Fri.	1	8	15	22	29	..	Fri	5	12	19	26	..
Sat.	7	14	21	28	..	Sat.	4	11	18	25	..	Sat.	2	9	16	23	30	..	Sat.	6	13	20	27	..

SEPTEMBER						OCTOBER						NOVEMBER						DECEMBER					
Sun.	.	4	11	18	25	Sun.	2	9	16	23	30	Sun.	.	6	13	20	27	Sun.	.	4	11	18	25
Mon.	.	5	12	19	26	Mon.	3	10	17	24	31	Mon.	.	7	14	21	28	Mon.	.	5	12	19	26
Tues.	.	6	13	20	27	Tues.	4	11	18	25	..	Tues.	1	8	15	22	29	Tues.	.	6	13	20	27
Wed.	.	7	14	21	28	Wed.	5	12	19	26	..	Wed.	2	9	16	23	30	Wed.	.	7	14	21	28
Thur.	1	8	15	22	29	Thur.	6	13	20	27	..	Thur.	3	10	17	24	..	Thur.	1.	8	15	22	29
Fri	2	9	16	23	30	Fri.	7	14	21	28	..	Fri	4	11	18	25	..	Fri.	2	9	16	23	30
Sat.	3	10	17	24	..	Sat.	1	8	15	22	29	..	Sat.	5	12	19	26	..	Sat.	3	10	17	24	31

1939 CALENDAR 1939

JANUARY						FEBRUARY						MARCH						APRIL					
Sun.	1	8	15	22	29	Sun.	.	5	12	19	26	Sun.	.	5	12	19	26	Sun.	2	9	16	23	30
Mon.	2	9	16	23	30	Mon.	.	6	13	20	27	Mon	.	6	13	20	27	Mon.	3	10	17	24	..
Tues.	3	10	17	24	31	Tues.	.	7	14	21	28	Tues.	.	7	14	21	28	Tues.	4	11	18	25	..
Wed.	4	11	18	25	..	Wed.	1	8	15	22	..	Wed.	1	8	15	22	29	Wed.	5	12	19	26	..
Thur.	5	12	19	26	..	Thur.	2	9	16	23	..	Thur.	2	9	16	23	30	Thur.	6	13	20	27	..
Fri.	6	13	20	27	..	Fri.	3	10	17	24	..	Fri.	3	10	17	24	31	Fri	7	14	21	28	..
Sat.	7	14	21	28	..	Sat.	4	11	18	25	..	Sat.	4	11	18	25	..	Sat	1	8	15	22	29	..

MAY						JUNE						JULY						AUGUST					
Sun.	.	7	14	21	28	Sun.	.	4	11	18	25	Sun.	2	9	16	23	30	Sun.	.	6	13	20	27
Mon	1	8	15	22	29	Mon.	.	5	12	19	26	Mon.	3	10	17	24	31	Mon.	.	7	14	21	28
Tues.	2	9	16	23	30	Tues.	.	6	13	20	27	Tues.	4	11	18	25	..	Tues.	1	8	15	22	29
Wed.	3	10	17	24	31	Wed.	.	7	14	21	28	Wed.	5	12	19	26	..	Wed.	2	9	16	23	30
Thur.	4	11	18	25	..	Thur.	1	8	15	22	29	Thur.	6	13	20	27	..	Thur.	3	10	17	24	31
Fri.	5	12	19	26	..	Fri.	2	9	16	23	30	Fri.	7	14	21	28	..	Fri.	4	11	18	25	..
Sat.	6	13	20	27	..	Sat.	3	10	17	24	..	Sat.	1	8	15	22	29	..	Sat.	5	12	19	26	..

SEPTEMBER						OCTOBER						NOVEMBER						DECEMBER					
Sun.	.	3	10	17	24	Sun.	1	8	15	22	29	Sun.	.	5	12	19	26	Sun.	3	10	17	24	31
Mon	.	4	11	18	25	Mon	2	9	16	23	30	Mon.	.	6	13	20	27	Mon.	4	11	18	25	..
Tues.	.	5	12	19	26	Tues.	3	10	17	24	31	Tues.	.	7	14	21	28	Tues.	5	12	19	26	..
Wed.	.	6	13	20	27	Wed.	4	11	18	25	..	Wed.	1	8	15	22	29	Wed.	6	13	20	27	..
Thur.	.	7	14	21	28	Thur.	5	12	19	26	..	Thur.	2	9	16	23	30	Thur.	7	14	21	28	..
Fri.	1	8	15	22	29	Fri.	6	13	20	27	..	Fri.	3	10	17	24	..	Fri.	1	8	15	22	29	..
Sat.	2	9	16	23	30	Sat.	7	14	21	28	..	Sat.	4	11	18	25	..	Sat.	2	9	16	23	30	..

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Home Economics, Physical Education, Vocal Music, Commercial Subjects, Shop Work (Grade IX) and Home Economics (Grade IX), as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates; Interim High School Specialists' certificates, including Physical Education;* Interim First Class Public School certificates;† Interim Elementary certificates in Physical Education and Art; Interim Elementary Type A certificates in Shop Work and Interim Elementary Type B certificates in Home Economics;† Interim Intermediate certificates in Physical Education, Art and Vocal Music; and for standing in certain of the subjects required for the Elementary Commercial certificate.

*The course leading to a Specialist's certificate in Physical Education is open only to those who qualify under section 34(c).

†The courses leading to the Interim First Class Public School certificate and to the Interim Elementary Type A certificate in Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 27th, and the instruction will begin Wednesday, September 28th at 10 a.m. The Autumn Term will end December 17th, at 12 noon, and the Winter Term will begin January 3rd at 9 a.m. The Spring Term will begin April 17th and end June 9th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students shall share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $2.00. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIPS

4. One Scholarship of the value of seventy-five dollars has been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to a student in the Ontario College of Education.

The general bases on which the above scholarship may be awarded are as follows:

(*a*) Standing in course of studies.

(*b*) Need of assistance.

(*c*) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.

(*d*) Relationship, if any, to active service during the Great War.

Information regarding this scholarship may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

5. (*a*) The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

THE PAKENHAM MEMORIAL PRIZE

5. (*b*) As a memorial to Dr. William Pakenham, Dean of the Ontario College of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize of the value of $30 to $35. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the College, in the subjects of School Management and Law, Science of Education, English, History or Geography, and Practice Teaching.

HART HOUSE

6. All men students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate shall make application not later than September 20th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st of the year in which he applies for admission.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) Before the final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 shall be paid by applicants, shall be completed before the opening of the regular College Session. For the first part of the medical examination, candidates shall present themselves at the Ontario College of Education at 9 a.m. on September 20th.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(4) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas shall be $75 for the course for Interim High School Assistants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas shall be $150 for the course for Interim High School Assistants' certificates or $20 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance shall be $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 and an athletic fee of $3 shall be paid by all students, and a fee of $12 for membership in Hart House by all men students. All students shall be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils shall be paid during the first month of enrolment. Examination fees shall be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session shall not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also familiarize themselves with the professional text-books whose titles appear in the lists given below under each subject.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History and Civics, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course may also take, if they possess the required academic qualifications, a Specialist's course, and may also take one of the following Supplementary courses:

I. Course for First Class Public School certificates.*

II. Course for Elementary Physical Education certificates.

III. Course for Elementary Art certificates.

IV. Course for Intermediate Vocal Music certificates, valid in Secondary Schools only.

V. Course for standing in certain of the subjects required for the Elementary Commercial certificate. The completion of the course for the Elementary certificate requires at least the equivalent of one subsequent Summer Session.

VI. Course for Elementary Type A Shop Work certificates.*

VII. Course for Elementary Type B Home Economics certificates.*

Within one month of the beginning of the above Supplementary courses, the student shall satisfy the instructor of the Supplementary course he has chosen that he is adapted to the study of the course, or his registration in the Supplementary course shall be cancelled.

Under the conditions defined in 34(2), students may take the course for the Intermediate certificate in Physical Education or Art.

ORGANIZATION OF COURSE

11. (1) The instruction in the special methodology of the subjects of the High School courses shall be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

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*The courses leading to the Interim First Class Public School certificate and to the Interim Elementary Type A certificate in Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(2) So far as the conditions permit, the programme of instruction shall be organized on the basis of intensive study of a few subjects at a time.

(3) The following introductory work shall be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observation and Practice-teaching.

(*b*) Supervised Observation and Practice lessons in the different grades or forms of the High Schools. Students shall be notified of the subject and scope of each Observation lesson, and should prepare the lesson beforehand. After observing the lesson they shall discuss it with the teacher or lecturer concerned.

12. (1) The introductory course defined in 11(3) above shall be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

The Observation work shall begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction shall include for each student at least 25 full days of Observation and Practice-teaching. This number may be increased to meet the needs of individual students.

(2) (*a*) The Observation and Practice-teaching for each student shall be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

(*b*) From time to time, throughout the College session, students shall be excused from the regular College exercises, and shall be assigned to approved practice-schools for continuous periods of Observation and Practice-teaching. For part of each of these periods of continuous practical work the student shall be wholly responsible for the management of his class.

(3) Students shall be notified of the subject and the scope of each Practice-teaching lesson required and shall prepare a plan of each Practice-teaching lesson for submission to the teacher.

(4) (*a*) The lecturers of the Ontario College of Education shall develop the details of their subjects in the teaching order, and, after each suitable step, shall also themselves teach model lessons in special classes and in the practice schools.

(*b*) From time to time, the lecturers of the Ontario College of Education shall be present at the Observation lessons and Practice-teaching of the students and shall join in the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance shall be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observation and Practice-teaching of Part II.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there shall be final examinations in such subjects of Part I as have been completed in the term.

(*d*) At the final examinations in Part I, each paper in the academic subjects shall contain questions in methodology, which shall test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he shall be rejected on this ground alone.

(*e*) No candidate shall be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I shall be 100. In all subjects a maximum of 40% of the marks shall be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks shall be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching shall be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing shall be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education shall take, not later than a date determined in each case by the Minister of Education, the final examination papers as pre-

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

scribed herein but their standing shall be determined in the subjects as constituted under the regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education shall take the prescribed final examinations in the subjects of Part I, and shall also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Grade V of the Public or Separate School courses.

(*b*) The pass standard for candidates exempt from attendance shall be the same as that for candidates in attendance but no allowance shall be made for sessional work, if any, in the case of candidates not in attendance.

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June shall be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance shall take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector shall not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistant's Course and (i) who hold Ontario First Class certificates and who have had at least three years of successful

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

teaching experience in the Public, Separate, or Continuation Schools of Ontario; or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of attendance at an Ontario Normal School, shall be exempted from attendance at the Ontario College of Education, Toronto, but shall attend the Summer Course for a High School Assistant's certificate conducted by the Department of Education, and shall take the final examinations prescribed for Part I. They shall also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Grade V of the Public or Separate School courses.

(*b*) Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistant's certificate shall be exempted from further attendance and may complete their standing for said certificate under the following conditions: (i) Candidates who fail in the practical test in teaching shall be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I shall rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*c*) Candidates who have fulfilled the requirements for admission to the High School Assistant's Course, who hold Interim Vocational certificates, and who have had at least two years of successful teaching experience in the Vocational Schools of Ontario shall be exempt from attendance at the Ontario College of Education but may be admitted to the Summer Course for a High School Assistant's certificate, and if successful at the examinations held at the conclusion of the Summer Course, may, on the recommendation of the examiners, be granted by the Minister of Education provisional certificates as High School Assistants valid for one year.

Such candidates, in order to obtain Interim High School Assistants' certificates shall pass the final examinations prescribed for Part I of the course for a High School Assistant's certificate and shall also satisfy the examiners by practical tests that they are competent to teach efficiently the subjects of the High School courses.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

Candidates who have obtained Interim Vocational certificates by attendance at the Ontario Training College for Technical Teachers and who in addition to the practice teaching lessons required for a Vocational certificate, have taught to the satisfaction of the staffs of the Ontario Training College for Technical Teachers and the Ontario College of Education, at least ten lessons in academic subjects (English, Mathematics and Science) shall be exempted from the practical test in teaching.

(*d*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistant's Course shall be exempted from attendance during the Autumn Term, but shall take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and shall also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, shall also be applicants for admission to the courses for Interim High School Assistants' certificates, or shall be applicants for admission to the examinations therefor without attendance throughout the session, or shall already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistant's certificate, shall comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and shall also obtain a minimum of 75% in a qualifying examination before he is admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistant's certificate or is an applicant for admission to the examinations therefor without attendance shall obtain a minimum of 75% in a qualifying examination before he is admitted to the examinations for the specialist certificate.

(*c*) A candidate shall be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 shall be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a specialist course or examination shall be held at the Ontario College of Education annually in November, and shall test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistant's certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistant's certificate, there shall be no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistant's certificate, shall be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a specialist course or examination is taken during the same session as the specialist course or examination there is no additional fee; when it is taken in a different session the fee shall be $5.00.

COURSES

17. (1) Courses shall be offered for Interim High School specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Home Economics.

(2) Each specialist course shall consist of at least the equivalent of two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses leading to Interim High School Specialists' certificates in Physical Education shall also be offered under the conditions defined in Section 34 (*c*).

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates shall supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistant's certificate, the final standing of students in attendance in the specialist courses of 17 (1) above shall be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations shall be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching shall be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance shall be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case shall be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, and in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a specialist course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Home Economics under (1) and (2) above and who hold or obtain First or Second Class Public School certificates may have their Specialist certificates endorsed as valid in the Home Economics departments of the Public Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations shall be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

SUPPLEMENTARY COURSES

21. Each student in attendance in the Interim High School Assistants' course may also take one of the following supplementary courses (see section 10 (2), page 12).

22. As the supplementary courses are taken concurrently with the course for an Interim High School Assistant's certificate, no additional fee shall be required. The fee for examination in a supplementary course, when taken in a session other than the session of attendance, shall be $2 per examination paper or a maximum of $5.

I. COURSE FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES

The course is conducted in accordance with the conditions prescribed in the Regulations, Examinations and Courses of Study of the Ontario Normal Schools. It may not be completed in the regular College session, but for completion requires at least the equivalent of one subsequent Summer Session.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates shall comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate *before* he has been awarded an Interim High School Assistant's certificate.

TEXT-BOOKS

24. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those recommended by the instructors.

PROGRAMME OF STUDIES

25. The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects, some of which will be offered in the regular College session, the remainder in a Summer Session:

Part I: School Management with specific reference to the elementary school and to the integration of the various subjects of the course of study; English including Literature, Composition, Spelling, Grammar, Reading (Primary and Advanced), Writing; Arithmetic; Social Studies including History and Civics, Geography; General Mathematics; Natural Science; General Science; Music; Art for junior and senior classes; Agriculture and Horticulture; Physical Education; Manual Training; Home Economics (for women); Health and Hygiene.

COURSE FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

In the development of the methodology of the course, emphasis shall be laid upon the correlation and integration of the subjects, and upon the importance of wholesome, vigorous, shared activities, directly connected with the learner's capacities and interests. The teacher's main function shall be represented as the stimulation and guidance of the learner, through the control of the regulating environment of the school; this postulates freedom and responsibility for the teacher and demands positive, definite teaching.

Part II: Observation and Practice-teaching—at least ten full days—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

MODIFICATIONS OF THE COURSE

26. (1) Students who take the Mathematics and Science option of the Interim High School Assistant's course shall be exempted from General Mathematics and General Science.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Home Economics shall be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistant's course shall be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except General Mathematics, General Science, Agriculture and Horticulture, and Health and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option shall be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Health and Hygiene.

EXAMINATIONS

27. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates shall be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in such course. Subject to the same condition, the final standing of candidates not in attendance shall be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

28. (1) (*a*) Subject to the conditions of Sec. 27 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects shall be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) who have failed to obtain the necessary final standing will be required to attend such other sessions as the Minister may prescribe.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, shall apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

(4) The Regulations of the Department of Education respecting Permanent First Class Certificates are contained in the Department's Circular No. 72. Holders of Interim First Class Certificates obtained after training at the Ontario College of Education are referred to Regulations III (1) (*a*) and (10).

II. COURSE FOR ELEMENTARY PHYSICAL EDUCATION CERTIFICATES.

III. COURSE FOR ELEMENTARY ART CERTIFICATES.

IV. COURSE FOR INTERMEDIATE VOCAL MUSIC CERTIFICATES, valid in Secondary Schools only.

V. COURSE FOR STANDING IN CERTAIN OF THE SUBJECTS REQUIRED FOR THE ELEMENTARY COMMERCIAL CERTIFICATE.

VI. COURSE FOR ELEMENTARY TYPE A SHOP WORK CERTIFICATES.*

VII. COURSE FOR ELEMENTARY TYPE B HOME ECONOMICS CERTIFICATES.*

29. Students in supplementary courses II-VII shall supply themselves with such text-books and equipment as may be recommended by the instructors.

30. The subjects of supplementary courses II-VII shall be those set forth in 56, 57, 58, 59, 60 and 61.

31. Observation and Practice-teaching are obligatory in each of the supplementary courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations in Physical Education:

Practical Tests:

FOR WOMEN: Gymnastics, Games, Rhythmics, Swimming.

FOR MEN: Gymnastics, Apparatus, Games, Swimming.

Fifty per cent. of the marks in each of the practical tests shall be assigned to the sessional and fifty per cent. to the final tests.

Written Examination:

Theory of Physical Education.

(*b*) The following is the scheme of examinations in Art:

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*The courses leading to the Interim Elementary Type A certificate in Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

Practical Tests:

Pictorial composition in colour, Lettering, Pattern design, Blackboard drawing, Modelling and model-making.

Written Examinations:

History of Art.
Methods of Teaching Art.

(*c*) The following is the scheme of examinations in Vocal Music:

Practical Tests:

Sight Singing, Voice and Memory.

Written Examinations:

Rudiments and Harmony.
Methods.
Music Appreciation.
Ear Training.

(*d*) The following is the scheme of examinations in Commercial Subjects:

Written Examinations:

Shorthand Theory.
Typewriting.
Bookkeeping.

(*e*) The following is the scheme of examinations in Shop Work:

Practical Tests:

Draughting, Woodworking, Sheet Metal Work, Machine Shop Practice.

Written Examination:

Methods of instruction and class organization of the General Shop.

(*f*) The following is the scheme of examinations in Home Economics:

Practical Tests:

Foods, Clothing, Home Management.
These tests shall consist of the daily work of the students, oral, written and practical tests given throughout the session.

Written Examination:

Methods of instruction and class organization of Home Economics.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or an Elementary certificate (Type A) in Shop Work or an Elementary certificate (Type B) in Home Economics or an Intermediate certificate in Vocal Music or standing in Commercial Subjects, as the case may be, to a student in the course for an Interim High School Assistant's certificate, provided that the said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to practice-teaching and (*a*) in Physical Education or Art or Shop Work or Home Economics or Vocal Music a minimum of 50% of the marks assigned to each subject of the written examinations and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Shorthand Theory, Typewriting and Bookkeeping a minimum of 50% of the marks assigned to each subject.

No students shall be awarded an Elementary certificate in Physical Education or Art or an Elementary certificate (Type A) in Shop Work or an Elementary certificate (Type B) in Home Economics or an Intermediate certificate in Vocal Music or standing in Commercial Subjects whose attendance or progress in any part of the course has been reported as unsatisfactory.

(2) The Dean shall investigate the claims of the candidates for the Elementary certificate in Physical Education who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Elementary certificates as teachers of Physical Education endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in the Supplementary courses II to VII who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following conditions:

(i) In Physical Education or Shop Work or Home Economics, candidates who fail in the written examination but pass in all the subjects of the practical tests may complete their standing by passing in the written examination at a subsequent examination without further attendance; candidates who pass in the written examination but fail in one or more of the subjects of the practical tests may complete their standing by passing in the subjects concerned at a subsequent Summer Session under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

(ii) In Art or Vocal Music, candidates who fail in not more than two subjects of the written and practical tests may complete their standing by passing in the subjects concerned at a subsequent examination without further attendance, but in the subjects of the practical tests such candidates must try the tests conducted at the Summer Sessions under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

(iii) In the Commercial course candidates shall be allowed credit towards an Elementary certificate in the subject or subjects in which they are successful.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART

To secure a Specialist's certificate in Physical Education or Art, the holder of an Intermediate certificate in Physical Education or Art shall complete successfully a subsequent Summer Session as prescribed by the Minister of Education.

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Intermediate courses in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January. Admission to the Intermediate courses in Physical Education or Art shall not be granted, however, to students who are registered in one of the Specialist courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Intermediate course in Physical Education or Art under (*a*) above shall take both the Elementary course and the Intermediate course, and shall not be awarded an Intermediate certificate until or unless he secures an Elementary certificate.

(*c*) Admission to the Elementary, Intermediate and Specialist courses in Physical Education and exemption from the practical exercises and tests of these courses will be granted to students (i) who hold the diploma in Physical Education of the University of Toronto, with a final standing not lower than 60%, or (ii) who have completed the two-year normal course in physical education of the Margaret Eaton School, with a final standing not lower than 60%.[1] These students shall take the written examinations in the Physical Education courses and also the Observation and Practice-teaching.

35. Students admitted to the Intermediate courses in Physical Education or Art under 34 (*a*) and to the Specialist course in Physical Education under 34 (*c*) above shall not pay an additional tuition fee, but shall supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Intermediate certificates in Physical Education are to be found in 57, and those of the course for Intermediate certificates in Art in 58.

(*b*) Observation and Practice-teaching are obligatory in each of these courses.

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[1]See also 7(1)(*e*), page 10.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

37. (*a*) The following is the scheme of examinations in the Intermediate course in Physical Education:

(i) *Practical Tests:*

FOR WOMEN: Games, Rhythmics.
FOR MEN: Gymnastics, Apparatus.

Written Examination:

Theory of Physical Education.

(ii) The subject of the written examination and each subject of the practical tests shall be valued at 100 marks. In each of the practical tests 50% of the marks shall be assigned to the sessional and 50% to the final tests. The requirements to pass are 60% of the marks assigned to each subject of the written and practical tests and 66% of the marks assigned to Practice-teaching.

(iii) A candidate who passes in Practice-teaching and fails in only one subject of the practical tests may complete his standing by passing in that subject at a subsequent examination after taking the course in it again. A candidate who passes in Practice-teaching and fails only in the subject of the written examination may complete his standing by passing in that subject at a subsequent examination without attendance. All other candidates who fail shall repeat their attendance and all examinations and tests.

(*b*) The following is the scheme of examinations in the Intermediate course in Art:

(i) *Practical Tests:*

Pictorial composition in colour, Painting a still-life composition in colour, Design for a specific craft, Modelling and model-making, Drawing from the living model.

Written Examinations:

History of Art.
Methods of Teaching Art.

(ii) The requirements to pass are 60% of the marks allotted to each subject of the practical tests and 50% of the marks allotted to each subject of the written examinations, respectively, and 66% of the marks assigned to Practice-teaching. The maximum of marks for each subject of the practical and written examinations is 100.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

(iii) A candidate who fails at the practical examination, but who passes in the written examination and in Practice-teaching shall be granted credit for the written examination; but shall re-attend the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails in only one subject of the written examination, may complete the latter by passing on the one subject at a subsequent examination.

(v) A candidate who passes in the practical tests but who fails in more than one subject of the written tests shall be granted credit for the practical tests. He shall take all the written tests again.

38. (*a*) Students who are awarded Interim High School Assistants' certificates and who complete the courses for Intermediate certificates in Physical Education or Art, as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Interim Intermediate certificates in Physical Education or Art, as the case may be.

Students who are awarded Interim Specialists' certificates in Physical Education (under Section 34 (*c*) above) and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education valid in Public and Separate Schools.

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Intermediate certificates in Physical Education, Vocal Music and Art, for standing in Commercial Subjects, for Elementary Type A certificates in Shop Work, and for Elementary Type B certificates in Home Economics are given below. For the course for Interim First Class Public School certificates these details and subjects shall be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION

40. (*a*) *Principles of Education.* (i) Instruction regarding types of lessons, preparation of lesson plans, etc., preliminary to Observation and Practice-teaching in schools. Demonstration lessons followed by discussions of the principles involved will be arranged throughout the Autumn term.

(ii) Aims of Education; educational agencies; the curriculum.

(iii) Classroom procedure—questioning, discipline, examinations.

(*b*) *Educational Psychology.* (i) The original nature of man, including a study of heredity, unlearned reactions, intelligence and personality.

(ii) The learning process, including rates of learning, economy of learning, memory, fatigue, reciprocal improvement of learning, and measurement of improvement.

(iii) Mental hygiene of the pupil and teacher.

(iv) Psychology of typical elementary and secondary school subjects.

(v) Child study, its aims, methods and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.
Adams (Ed.): The New Teaching.
Ballard: The New Examiner.
Bode: Modern Educational Theories.
Burt: The Young Delinquent.
Davis: Psychology of Learning.
Gates: Psychology for Students of Education.
Gray: Psychological Foundations of Education.
Jordan: Educational Psychology.
Kilpatrick: Foundations of Method.
Morrison: Basic Principles in Education.
Pintner: Intelligence Testing.
Ruediger: Teaching Procedures.
Sandiford: Educational Psychology.
Stoddard & Wellman: Child Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

The Ontario school system: Department of Education, and its organization and functions; local administrative units; school boards, their selection, organization and functions; types of schools; school finance and business administration; relation to other public services.

The High School plant: provision, maintenance, care and use; special accommodations; relation to community activities.

The High School curriculum: aim, structure and use; texts; extra-curricular activities.

The High School pupil: attendance, rights, duties, guidance.

The High School teacher: professional status; personal qualifications; training and certification; appointment, tenure, payment, superannuation; duties in relation to trustees, parents and other citizens; duties in relation to supervisors, colleagues and pupils; freedom and responsibility.

High School organization: admission, exclusion, classification, grading, promotion, tests of progress, records and reports, recommendations, staff-meetings, time-tables, supervised study, homework.

Supervision: inspectors, principals, heads of departments; their powers and duties.

Discipline: aim and scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and delinquencies.

School Law and Regulations: Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario School Acts and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: Classroom Management; School Discipline.

Briggs: Secondary Education.

Cameron: The Financing of Education in Ontario.

Carpenter and Rufi: The Teacher and Secondary School Administration.

Cubberley: The Principal and his School.

Douglass and Boardman: Supervision in Secondary Schools.

Johnston: High School Education.

Maxwell and Kilzer: High School Administration.

Monroe and Weber: The High School.

Simon: Preface to Teaching.

Uhl: Principles of Secondary Education.

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ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Ballard: On Teaching the Mother Tongue.
Bradby: About English Poetry.
Clark: The Interpretation of the Printed Page.
Haddow: On the Teaching of Poetry.
Lamborn: Expression.
Lamborn: The Rudiments of Criticism.
Pertwee: The Art of Speaking.
Quiller-Couch: The Art of Writing.
Webster and Smith: Teaching English in the Junior High School

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

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Books of Reference:

Public School Manual: History.
Binning and Binning: Teaching the Social Studies in Secondary Schools.
Tryon: The Teaching of History in Junior and Senior High School.
Jarvis: The Teaching of History.
Johnson: The Teaching of History.
Klapper: The Teaching of History.
Knowlton: Making History Graphic.
Lynch: Individual Work and the Dalton Plan.
Macpherson: Visual Aids in the Teaching of History.
Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

Books of Reference in English:

Abercrombie: Poetry—its Music and Meaning.
Ballard: Thought and Language.
Drinkwater: The Lyric.
Eliot: The use of Poetry and the Use of Criticism.
Gurrey: The Appreciation of Poetry.
Newbolt: The Teaching of English in England.
Pocock: Pen and Ink.
Raleigh: Style.
Richards: The Principles of Literary Criticism.
Thouless: Straight and Crooked Thinking.

Books of Reference in History:

Binning and Binning: Teaching the Social Studies in Secondary Schools.
Johnson: The Teaching of History.
Hasluck: The Teaching of History.
Horn: Methods of Instruction in the Social Studies.
Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).

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Schutte: Teaching the Social Studies on the Secondary School Level.

Wesley: Teaching the Social Studies.

Wilson: Education for Responsibility.

Year-books of the National Council for the Social Studies.

MATHEMATICS

45. *General Mathematics.*—The content and methodology of the prescribed courses for Grades IX and X, including commercial arithmetic and mensuration.

Algebra and Geometry.—The content and methodology of the Middle School courses prescribed in the "Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools".

Business Practice and Writing.—Elementary concepts of formal cash book; functions of treasurer; communications; travel information; public utilities; banking; remittances; thrift and investment; budgeting and family accounts; buying and furnishing a home.

Careful study of what constitutes good writing—legibility; suggested individual remedial exercises; numbers.

Methods of teaching the above topics.

Books of Reference:

Public School Manual in Arithmetic.

Ontario Writing Course, Book III.

Beattie and Bennett: Essentials of Business Practice.

Crabbe and Slinker: General Business Training.

Durrell: The Teaching of Elementary Algebra.

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Kirk: Introduction to Business.

Lannes: The Teaching of Arithmetic.

Ligda: The Teaching of Elementary Algebra.

McMurry: Special Method in Arithmetic.

Mills: The Teaching of Modern Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in mathematics will discuss methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and

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impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.

Nunn: The Teaching of Algebra, including Trigonometry.

Schultze: The Teaching of Secondary Mathematics.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Young: The Teaching of Mathematics.

Articles in "School Science and Mathematics," and "The Mathematics Teacher."

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; chief natural regions; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Bowman: Geography in Relation to the Social Sciences.

Chisholm: Handbook of Commercial Geography. (New Edition.)

Cornish: Geography of Commerce for Canadians.

Forsaith: Handbook for Geography Teachers.

Morrison: Canadian Commercial Geography.

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National Society for the Study of Education: The Teaching of Geography.

Memorandum on the Teaching of Geography (Geo. Philip & Sons).

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in general science in Grades IX and X, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of general science, and of physics, chemistry, and biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types; chemical equilibrium; ionization in solution; structure of atom.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, friction, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity, mechanics.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

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Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Lloyd and Bigelow: The Teaching of Biology.
Newbury: The Teaching of Chemistry.
Phillips and Cox: Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.
Twiss: Principles of Science Teaching.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; film projection; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories: lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; atomic structure; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Cornish: Senior Chemistry.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.

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Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection lantern; the moving picture machine; agricultural periodicals, reference books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Madill: History of Agricultural Education in Ontario.
Leake: Means and Methods of Agricultural Education.
Brim: Rural Education.
Manual of Elementary Agriculture and Horticulture.
Lyon, Fippin and Buckman: Soils, their Properties and Management.
Toole: Book of Live Stock.
Dean: Dairying, Farm and Factory.
Lippincott: Poultry Production.
Sanderson: Insects of Farm, Garden and Orchard.
Russell and Hastings: Agricultural Bacteriology.
Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon

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the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Lane: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin and Gulick: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.
Valentine: Latin; its Place in Education.
The American Classical Investigation: Report, Parts 1 and 2.

SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, the topics treated will be those which are germane to the teaching of the Latin and Greek authors and prose prescribed for study in the Upper School during the current year. These will include:

A study of adequate translation of the works of Latin and Greek authors.

Appreciation of the art of Horace, Virgil, Catullus, and Homer.

The legacy of Greece and Rome.

The teaching of the following metres: Hexameter, Elegiac, Sapphic, Alcaic.

The different types of poetry represented in the prescribed authors and the debt of English writers to classical originals.

The teaching of Latin continuous prose composition.

The morphology and syntax of Attic Greek together with a general treatment of the principles of Greek accent.

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FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of modern language study; traditional aims and objectives; proposed new objectives; course of studies in high and continuation schools.

Study of Methods: A comparison of methods in view of conditions in the schools; age and attainments of students; the size of the classes; allotment of time; text-books; tests and examinations.

Elementary Classes: Aural and oral practice concert work; individual work; testing and review; teaching of vocabulary and idioms; object lessons; picture lessons; note-books; written work; dictation; drill exercises; singing; phonograph.

Pronunciation: Study of phonetics; theory and practice; devices for teaching; phonetic symbols; importance to teacher and pupil.

Grammar: Inductive and deductive teaching; type of learning involved; various methods of presentation; illustrative lessons.

Reading: Importance as an objective; reading for comprehension; what is meant by reading as opposed to translation; methods of conducting reading; training in vocabulary and self-expression; for aural and oral practice; silent reading; supervised study; general questioning.

Translation: Importance; aims and purpose; necessity of care in class recitation; modes of conducting the exercises; indirect objectives.

Life and Literature: Study of selections in the readers and text-books for Junior Matriculation; general culture derived from the study.

Composition to be based on models; free composition; reproduction of stories; training in the use of the grammar and dictionaries.

The course will stress aural and oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Modern Studies (British Parliamentary Commission, 1918).
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.

French:

Baker: The Teaching of French.
Jack: French Pronunciation and Diction.
McKellar: Practical Guide to French Pronunciation.
Gourio: Direct Method of Teaching French.
Lamb: Inductive French Grammar.

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German

Bagster-Collins: The Teaching of German in Secondary Schools.
Bahlsen: The Teaching of Modern Languages.
Krause: Direct Method in Foreign Languages.
Viëtor: German Pronunciation.
Egan: German Phonetic Reader.
Rippmann: Hints on Teaching German.

Spanish

Wilkins: Spanish in the High Schools.
Moreno-Lacalle: Elements of Spanish Pronunciation.

SEMINAR IN MODERN LANGUAGES.

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French, German and Spanish life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Cole: Modern Foreign Languages and their Teaching.
Coleman: Analytical Bibliography of Modern Language Teaching, 1927-1932.
Coleman: Experiments and Studies in Modern Language Teaching.
Coleman: The Teaching of Modern Languages in the United States.
Fife: Summary of Reports on the Modern Foreign Languages.
Henmon: Achievement Tests in Modern Foreign Languages.
Moore: Modernism in Language Teaching.
McMurry: Modern Foreign Languages in France and Germany.
O'Grady: Teaching of Modern Languages by the Organized Method.
Palmer: The Principles of Language Teaching.
Palmer: The Scientific Study and Teaching of Languages.

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Palmer-Redman: This Language Learning Business.
Sigwalt: De l'Enseignement des Langues Vivantes.
West: Learning to Read a Foreign Language.
West: Learning to Speak a Foreign Language.

SEMINAR IN HOME ECONOMICS

(For Specialists)

55. Introductory: The development of Home Economics, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; illustration of methods in typical lessons; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Departmental regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Regulations and Courses of Study for the Public and High Schools of Ontario.

Texts as recommended in the Courses of Study in Home Economics for High and Continuation Schools, Collegiate Institutes and Vocational Schools.

Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.

Bevier: Home Economics in Education.

Brown and Haley: The Teaching of Home Economics.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Hanna: Methods of Teaching Home Economics.

Kauffman: Teaching Problems in Home Economics.

Rose: Teaching Nutrition to Boys and Girls.

Spafford: Fundamentals in Teaching Home Economics.

Winchell: Home Economics for Public School Administrators.

Syllabus of Home Economics (American Home Economics Association).

Vocational Homemaking Education (Teachers College, New York).

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington).

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56. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):

(a) GYMNASTICS.
(b) APPARATUS.
(c) GAMES.
(d) SWIMMING.

PRACTICE (for women):

(a) GYMNASTICS.
(b) GAMES.
(c) RHYTHMICS.
(d) SWIMMING.

COURSE FOR INTERMEDIATE CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):

(a) GYMNASTICS.
(b) APPARATUS.

PRACTICE (for women):

(a) GAMES.
(b) RHYTHMICS.

Books of Reference:

Gymnastics:

Bjorksten: Principles of Gymnastics for Women and Girls, Parts I and II.
Bukh: Fundamental Gymnastics (Danish).
Cotteral: Tumbling, Pyramid Building and Stunts.
Hawtin: Gymnastic Pyramids.
Knudsen: A Textbook of Gymnastics.
McDowell: Gymnastic Movements.
McDowell: Vaulting.
Rodgers: A Handbook of Stunts.
Syllabus of Physical Training (1933).

Games and Athletics:

Anderson: Tennis for Women.
Spaldings: Athletic Activities for Women and Girls, 115R.

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Bancroft: Games for the Playground, Home, School and Gymnasium.
Duckett: Athletics, How to Succeed.
Frost and Cubberley: Field Hockey and Soccer.
Frymir: Basketball for Women.
Frymir: Track and Field for Women.
Hunt: Football, How to Succeed.
Jarman: Physical Training Through Organized Games.
Mason and Mitchell: Active Games and Contests.
Montgomery: Volleyball for Women.
Palmer: Baseball for Women.
Staley: Games, Contests and Relays.
Tisdall: The Young Athlete.
Veenker: Basketball for Coaches and Players.

Dancing:

Bryans: Scandinavian Dances.
Burchenal: Folk Dances and Singing Games.
Burchenal: Folk Dances from Old Homelands.
Burchenal: Folk Dances of Denmark.
Burchenal: Dances of the People.
Duggan: Tap Dances for School and Recreation.
English Country Dance Book.
Scottish Country Dance Book. (Pater's Publications Limited).

Swimming:

Canadian Y.M.C.A. Swimming, Diving and Life-Saving Manual.
Royal Life Saving Society Handbook.
Handley: Swimming and Watermanship.
Hedges: Swimming, How to Succeed.
Sheffield: Swimming Simplified.

Theory of Physical Education:

Best and Taylor: The Human Body.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
Bundy: Anatomy and Physiology.
Lovett: Lateral Curvature of the Spine and Round Shoulders.
McKenzie: Exercise in Education and Medicine.
Mitchell: Intramural Athletics.
Morrison and Chenoweth: Normal and Elementary Physical Diagnosis.
Mulliner and McKenzie: Elementary Anatomy and Physiology.
Physical Education Activities for High School Girls. (Lea and Febiger).

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Sharman: Introduction to Physical Education.
Skarstrom: Gymnastic Teaching.
Solandt: Highways to Health.
Wayman: Education Through Physical Education.
Williams: The Organization and Administration of Physical Education.
Williams: Personal Hygiene Applied.
Williams and Brownell: The Administration of Health and Physical Education.
Wood and Cassidy: The New Physical Education.

Articles in "The Athletic Journal," and "The Journal of Health and Physical Education."

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ART

57. COURSE FOR ELEMENTARY CERTIFICATE

Pictorial composition in colour.
Lettering.
Pattern design.
Blackboard drawing.
Modelling and model-making.
History of Art.
Methods of Teaching Art.

COURSE FOR INTERMEDIATE CERTIFICATE

Pictorial composition in colour.
Painting a still-life composition.
Design for a specific craft.
Modelling and model-making.
Drawing from the living model.
History of Art.
Methods of Teaching Art.

Books of Reference:

Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Dow: Composition.
Escott: Teaching Creative Art in Schools.
Fletcher: A History of Architecture.
Flexner, Cane and Clark: Hand Puppets.
Gardner: Art through the Ages.
Gibbs: The Teaching of Art.
Hartley and Elliott: Life and Work of the People of England—vols. I-VI.
Hatton: Perspective; Figure Drawing.
Johnston: Writing, Lettering and Illuminating.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Neale: Picture Study in the Grades.
Nicholas, Mawhood and Trilling: Art Activities in the Modern School.
Norton: Freehand Perspective and Sketching.
Quennel: History of Everyday Things in England—vols. I-II.
Reinach: Apollo—Story of Art throughout the Ages.
Sarg: How to Make and Operate a Marionette Theatre.

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Simonds: Modelling in Clay and Wax.
Tannahill: P's and Q's.
Articles in "Art and Craft Education"; "Decoration"; "School Arts Magazine".

58. COURSE FOR INTERMEDIATE VOCAL MUSIC CERTIFICATE

Sight Singing:

(*a*) Review of Studies prescribed for the Elementary Certificate in Circular 35F of the Department of Education.

(*b*) Major, Minor (three forms) Scales.

(*c*) Modulation to related keys and tonic minor.

(*d*) Studies in Time and Rhythm.

Ear Training:

(*a*) Pitch (i) Reproducing individually, short, melodic phrases, major and minor, including fe and ta.
(ii) Writing from dictation, phrases of four or five tones as above.

(*b*) Rhythm (i) Reproducing rhythmic groups by tapping, etc.
(ii) Writing rhythms with the quarter note as the beat note.

(*c*) Detection and correction of errors in pupils' performance.

(*d*) Recognition of Major, Minor and Dominant Seventh Chords in root position.

Voice Training:

A continuation of the subjects prescribed for the Elementary Certificate in Circular 35F of the Department of Education.

Songs:

(*a*) Unison and Part Songs suitable for Grades VI-VIII.

(*b*) Expression and interpretation.

(*c*) Blending of voices in part singing.

(*d*) Choral conducting.

(*e*) Memorized songs.

Choral Training:

(*a*) Advanced part songs for equal and mixed voices.
(*b*) Musical and Verbal Expression.
(*c*) Technique of Choral Conducting with practical work by students.
(*d*) Practice in songs suitable for school choirs, concerts and competitions.

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Methods:

(*a*) A review of the subjects prescribed for the Elementary Certificate in Circular 35F of the Department of Education.

(*b*) Analysis of course prescribed for Grades V-VIII.

(*c*) Special application to Rural School conditions.

Rudiments of Music:

A continuation of the work prescribed for the Elementary Certificate in Circular 35F of the Department of Education, but of a more advanced character. Tenor and Alto Clefs, Chromatic Scales.

Music Appreciation:

Study of Rhythm, Melody, Harmony, the human voice, Recognition of Instruments, Descriptive Music, Quiet Listening.

Harmony:

(*a*) The Common Chord.

(*b*) The Dominant Seventh Chord.

(*c*) Part writing.

(*d*) Elementary Composition (writing school melodies).

59. COMMERCIAL SUBJECTS

(1) Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

Texts:

Canadian Centennial Edition, Pitman Shorthand. (Sir Isaac Pitman & Sons.)

Stevenson: The Strange Case of Dr. Jekyll and Mr. Hyde. (Sir Isaac Pitman & Sons.)

The Battle of Life. (Sir Isaac Pitman & Sons.)

Shorthand Dictionary, New Era Edition. (Sir Isaac Pitman & Sons.)

Jones: Teaching Business Subjects.

Lomax and Walsh: Problems of Teaching Shorthand.

Miller: Methods in Commercial Teaching.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

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Texts:

Lessenbury: 20th Century Touch Typing.
SoRelle: Gregg Typing (1937).
Book: Learning to Typewrite.
Clem: The Technique of Learning Typewriting.
O'Dell and Stewart: Principles and Technique.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities; proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, frequency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

Texts:

Baker: 20th Century Bookkeeping.
Bennett: New Course Bookkeeping.
Finney: Fundamentals of Accounting.
Kirk: Bookkeeping for Immediate Use.
Lomax and Agnew: Problems of Teaching Bookkeeping.
Rosenkampff and Wallace: Bookkeeping.

DETAILS OF SUBJECTS

60. SHOP WORK

COURSE FOR ELEMENTARY TYPE A CERTIFICATE

Draughting: Orthographic projection problems; isometric drawing of rectangular, circular and cylindrical figures; sketching oblique views; geometric drawing; tracing and blue printing.

Woodworking: Nature, structure and characteristics of common woods; the selection and suitability of woods for various purposes; seasoning, defects and grading lumber; cutting out operations, planing, squaring, chiselling and paring; uses of various fastening materials; construction of common joints; various methods of wood finishing and care of brushes; use and care of band saw, variety saw, jig saw and jointer; the wood turning lathe, with elementary turning of single spindle and face plate work; sharpening and care of woodworking tools.

Sheet Metal Work: Laying out patterns, cutting, bending, soldering and rivetting of tin plate and galvanized iron; etching, hammering, planishing and polishing of brass and copper.

Machine Shop Practice: Hand tools and bench work; layout work and elementary machine operations.

Methods of instruction and class organization of the General Shop.

Texts:

As recommended in the Courses of Study for High or Continuation Schools, Collegiate Institutes and Vocational Schools (Grade IX).

61. HOME ECONOMICS

COURSE FOR ELEMENTARY TYPE B CERTIFICATE

Foods, Clothing, Home Management: The subject-matter, equipment and methodology of the prescribed course in Home Economics for Grade IX.

The Demonstration and Laboratory practice relating to the above-mentioned course.

Texts:

As recommended in the Courses of Study for High or Continuation Schools, Collegiate Institutes and Vocational Schools (Grade IX).

COURSE FOR INTERMEDIATE CERTIFICATES IN HOME ECONOMICS

CONDITIONS OF ADMISSION

62. (1) A candidate for admission to the course for the Interim Intermediate certificate in Home Economics should make application, not later than September 28th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(*a*) A certificate from a competent authority that she is a British subject.

(*b*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Home Economics.

(*e*) One of the following:*

A Permanent Second Class or an Interim or Permanent First Class Public School or High School Assistant's certificate.

(2) Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Home Economics, Types A, B, or C will be exempted from attendance during the Autumn term.

FEES

63. (1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $75 for the course for Intermediate certificates in Home Economics. This fee includes library and examination fees. An athletic fee of $3 shall be paid by all students.

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $150 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

(*c*) The fee for the examinations in the course for Intermediate certificates in Home Economics when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

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*After June, 1940, only holders of First Class Public School or High School Assistants' certificates will be admitted to this course.

COURSES IN HOME ECONOMICS—*Continued.*

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

64. The Course of Study of the Intermediate certificate in Home Economics including the following, with specific reference to the course in Home Economics prescribed for Grades VII, VIII, IX, and X:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Nutrition.—Composition and nutritive value of foods; requirements to maintain the body in health; digestion of foods, factors influencing the diet, menu planning; diets for infants, children and adults.

Preparation.—Scientific principles underlying methods of preparation; application of these principles in food and meal preparation (family meals, meals for children, aged and sick in the home). Table service.

CLOTHING

Selection.—Brief history of textile arts, source and properties of the principal textile fibres (cotton, linen, wool, silk, synthetic fibres), study of textile fabrics.

Influence of historic costume on present day styles, principles of design, factors determining individual selection.

Construction.—Cotton, linen or woollen garments: choice and preparation of material, commercial patterns, use and care of the sewing machine, construction processes.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

HOME MANAGEMENT

The Home.—The background of Canadian home life; responsibility of each member of the family; standards of living in relation to home life; relation of the home to the community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household ad-

COURSES IN HOME ECONOMICS—*Continued.*

ministration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing and Child Care.—Care of the infant, child and adult; emergencies; bandaging.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

METHODS IN HOME ECONOMICS

Objectives in teaching Home Economics; types of equipment; study of authorized courses; problems of organization; methods of teaching, demonstration of lessons; teaching aids.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

65. (1) Candidates for Intermediate certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Home Management	(200)
Elementary Applied Science	(100)
Methods in Home Economics	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

COURSE IN HOME ECONOMICS—*Continued*

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Home Management, 2 papers.
Elementary Applied Science, 1 paper.
Methods in Home Economics, 1 paper.

The pass standard in Part I shall be 60% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

66. A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Home Economics certificate which shall be valid in these subjects in any Public, Separate, High or Continuation School and in Grades IX and X of a Collegiate Institute, provided that the teacher is otherwise qualified to teach in such schools.

This Interim certificate shall be valid for two years. The conditions under which the Interim Home Economic certificate may be made Permanent are contained in the regulations of the Department of Education.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.)

67. The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

The candidate who holds an Ontario Inspector's Certificate shall be exempted from attendance in one subject but shall take the written examination in the subject.

For one of the above subjects the candidate, with the special, previous consent of the Committee in charge of the courses, may substitute an approved course in another department of the University, of a standard not lower than that of a minor in a course leading to the degree of Doctor of Philosophy.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the

examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours. On the report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.)

68. The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who completed not later than May, 1936, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy has completed the course for the degree of Bachelor of Pedagogy in 1937 or later, he must pass a qualifying examination, to be held annually in February. Details of this examination may be obtained on application to the Secretary of the Ontario College of Education.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has

been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof. If the candidate publishes only an abstract of his thesis, he shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the abstract.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $50; that for the regular session, which shall include the examination and library fees, $75. The fee for examination is $5 per subject or per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented n his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

69. For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Curriculum in Physical Education for Women

Announcements—

Summer Session, Occupational Therapy, Physiotherapy.

Directory of Staff and Students

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1939-1940

UNIVERSITY OF TORONTO

CALENDAR

ONTARIO COLLEGE OF EDUCATION

1939-40

THE UNIVERSITY OF TORONTO PRESS
1939

ADMINISTRATIVE OFFICERS

The University

President:...The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Registrar.....Arthur Bertram Fennell, M.C., M.A.
Bursar.....C. E. Higginbottom
Librarian.....William Stewart Wallace, M.A., F.R.S.C.
Superintendent of Buildings and Grounds..Arthur D'Orr LePan, B.A.Sc.
Director of University Extension and Publicity.William James Dunlop, B.A., B.Paed.
Warden of Hart House.....John Burgon Bickersteth, M.C., M.A.
Director of University Health Service.....George Dana Porter, M.B.
Medical Adviser for Women Students...Miss Edith Gordon, B.A., M.B.., D.P.H,
Manager of the University of Toronto Press.....A. Gordon Burns, B.A.

Ontario College of Education

President:...The Hon. and Rev. H. J. Cody, M.A., D.D., LL.D., F.R.S.C.
Dean.....J. G. Althouse, M.A., D.Paed.
Director of Department of Educational Research.....P. Sandiford, M.Sc., Ph.D.
Supervisor of Practice-Teaching.....J. O. Carlisle, M.A.
Supervisor of Women Students.....Miss Laura L. Ockley, B.A.
Secretary.....Miss Lyda Swinarton

Note:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, 371 Bloor Street, W., Toronto.

CALENDAR, 1939-40

1939—July 3.....Summer Session opens.
Aug. 4.....Summer Session closes.
Sept. 19-25...Medical Examination.
Sept. 26.....Lectures begin.
Sept. 27.....The opening address by the President to the students all the faculties at 4.15 p.m. in Convocation Hall.
Oct. 5.....Meeting of Council.
Nov. 2.....Meeting of Council.
Nov. 11.....Remembrance Day. Service at the Soldiers' Tower at 11 a.m. Neither lectures nor laboratory classes given from 10.40 a.m. to 11.15 a.m.
Dec. 7.....Meeting of Council.
Dec. 20.....Last day of lectures. Term ends at 12 noon.

1940—Jan. 3.....Winter Term begins at 9 a.m.
Jan. 4.....Meeting of Council.
Feb. 2.....Meeting of Council.
Mar. 1.....Meeting of Council.
Mar. 22.....Easter Vacation begins.
Apr. 1.....Spring Term begins.
Apr. 5.....Meeting of Council.
June 6, 7.....University Commencement.
June 7.....Session closes.

1939 CALENDAR 1939

JANUARY					
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	31
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

FEBRUARY					
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	..
Thur.	2	9	16	23	..
Fri.	3	10	17	24	..
Sat.	4	11	18	25	..

MARCH					
Sun.	.	5	12	19	26
Mon	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	31
Sat.	4	11	18	25	..

APRIL					
Sun.	2	9	16	23	30
Mon.	3	10	17	24	..
Tues.	4	11	18	25	..
Wed.	5	12	19	26	..
Thur.	6	13	20	27	..
Fri	7	14	21	28	..
Sat	1	8	15	22	29 ..

MAY					
Sun.	.	7	14	21	28
Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	31
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

JUNE					
Sun.	.	4	11	18	25
Mon.	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	30
Sat.	3	10	17	24	..

JULY					
Sun.	2	9	16	23	30
Mon.	3	10	17	24	31
Tues.	4	11	18	25	..
Wed.	5	12	19	26	..
Thur.	6	13	20	27	..
Fri.	7	14	21	28	..
Sat.	1	8	15	22	29 ..

AUGUST					
Sun.	.	6	13	20	27
Mon.	.	7	14	21	28
Tues.	1	8	15	22	29
Wed.	2	9	16	23	30
Thur.	3	10	17	24	31
Fri.	4	11	18	25	..
Sat.	5	12	19	26	..

SEPTEMBER					
Sun.	.	3	10	17	24
Mon.	.	4	11	18	25
Tues.	.	5	12	19	26
Wed.	.	6	13	20	27
Thur.	.	7	14	21	28
Fri.	1	8	15	22	29
Sat.	2	9	16	23	30

OCTOBER					
Sun.	1	8	15	22	29
Mon	2	9	16	23	30
Tues.	3	10	17	24	31
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

NOVEMBER					
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	..
Sat.	4	11	18	25	..

DECEMBER					
Sun.	3	10	17	24	31
Mon.	4	11	18	25	..
Tues.	5	12	19	26	..
Wed.	6	13	20	27	..
Thur.	7	14	21	28	..
Fri.	1	8	15	22	29 ..
Sat.	2	9	16	23	30 ..

1940 CALENDAR 1940

JANUARY					
Sun.	.	7	14	21	28
Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	31
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

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Sun.	.	4	11	18	25
Mon.	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	..
Sat.	3	10	17	24	..

MARCH					
Sun.	3	10	17	24	31
Mon.	4	11	18	25	..
Tues.	5	12	19	26	..
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Thur.	7	14	21	28	..
Fri.	1	8	15	22	29 ..
Sat.	2	9	16	23	30 ..

APRIL					
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Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	..
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	..

MAY					
Sun.	.	5	12	19	26
Mon.	.	6	13	20	27
Tues.	.	7	14	21	28
Wed.	1	8	15	22	29
Thur.	2	9	16	23	30
Fri.	3	10	17	24	31
Sat.	4	11	18	25	..

JUNE					
Sun.	2	9	16	23	30
Mon.	3	10	17	24	..
Tues.	4	11	18	25	..
Wed.	5	12	19	26	..
Thur.	6	13	20	27	..
Fri.	7	14	21	28	..
Sat	1	8	15	22	29 ..

JULY					
Sun.	.	7	14	21	28
Mon.	1	8	15	22	29
Tues.	2	9	16	23	30
Wed.	3	10	17	24	31
Thur.	4	11	18	25	..
Fri.	5	12	19	26	..
Sat.	6	13	20	27	

AUGUST					
Sun.	.	4	11	18	25
Mon.	.	5	12	19	26
Tues.	.	6	13	20	27
Wed.	.	7	14	21	28
Thur.	1	8	15	22	29
Fri.	2	9	16	23	30
Sat.	3	10	17	24	31

SEPTEMBER					
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	..
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

OCTOBER					
Sun.	.	6	13	20	27
Mon.	.	7	14	21	28
Tues.	1	8	15	22	29
Wed.	2	9	16	23	30
Thur.	3	10	17	24	31
Fri.	4	11	18	25	..
Sat.	5	12	19	26	..

NOVEMBER					
Sun.	.	3	10	17	24
Mon.	.	4	11	18	25
Tues.	.	5	12	19	26
Wed.	.	6	13	20	27
Thur.	.	7	14	21	28
Fri.	1	8	15	22	29
Sat.	2	9	16	23	30

DECEMBER					
Sun.	1	8	15	22	29
Mon.	2	9	16	23	30
Tues.	3	10	17	24	31
Wed.	4	11	18	25	..
Thur.	5	12	19	26	..
Fri.	6	13	20	27	..
Sat.	7	14	21	28	..

THE ONTARIO COLLEGE OF EDUCATION

Courses in Education

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Home Economics, Physical Education, Vocal Music, Commercial Subjects, Shop Work (Grade IX) and Home Economics (Grade IX), as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in and near the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, and to the Toronto Art Gallery, Dundas St., from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates; Interim High School Specialists' certificates, including Physical Education;* Interim First Class Public School certificates;† Interim Elementary certificate in Art; Interim Elementary Type A certificates in Physical Education, General Shop Work and Vocal Music, and Interim Elementary Type B certificates in Home Economics;† Interim Intermediate certificates in

*The course leading to a Specialist's certificate in Physical Education is open only to those who qualify under section 34(c).

†The courses leading to the Interim First Class Public School certificate and to the Interim Elementary Type A certificate in General Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

Art; Interim Intermediate Type A certificates in Physical Education, and Vocal Music; and for standing in certain of the subjects required for the Elementary Commercial certificate.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment will take place and the medical examination will begin Tuesday, September 19th. The Autumn Term will end December 20, at 12 noon, and the Winter Term will begin January 3rd at 9 a.m. The Spring Term will begin April 1st and end June 7th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct, attendance or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students shall share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of $2.00. The fee will be refunded if the appeal is sustained.

THE HUGH W. BRYAN MEMORIAL SCHOLARSHIP OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

4. The Ontario Secondary School Teachers' Federation has founded an annual scholarship of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. This scholarship will be awarded by the Bryan Memorial Scholarship Committee of the Federation, at the close of each session and after the receipt of a report from the Council of the College of Education, to the student in regular attendance throughout the session in the High School Assistants' Course who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

THE PAKENHAM MEMORIAL PRIZE

5. As a memorial to Dr. William Pakenham, Dean of the Ontario College of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize of the value of $30 to $35. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the College, in the subjects of School Management and Law, Science of Education, English, History or Geography, and Practice Teaching.

HART HOUSE

6. All men students are required to become members of Hart House. The purpose and the conditions of this membership are defined in a bulletin to be distributed at the time of registration.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate shall make application not later than September 15th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st of the year in which he applies for admission.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Porter and Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A certificate from a competent authority that he is a British subject.

(*e*) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, Bachelor of Applied Science, or Bachelor of Household Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses.

(2) Before the final admission, an applicant must submit a certificate of physical fitness signed by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2 shall be paid by applicants, shall be completed before the opening of the regular College Session.

Candidates shall present themselves for the first part of the medical examination at the Ontario College of Education at 9 a.m. on September 19th, and shall hold themselves in readiness to appear for subsequent further examination as required. Students are required to be in continuous attendance at the College during the period of the medical examination, September 19th to 25th.

In the event of the rejection of an applicant in consequence of the medical examination, and providing that the place of residence is in Ontario, the fee will be refunded and the actual cost of transportation from the Ontario College of Education to the applicant's home will be paid by the College.

(3) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(4) Applications for admission to the examinations by students not in attendance at the regular session should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

8. (*a*) (i) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas shall be $75 for the course for Interim High School Assistants' certificates or $10 for each subject of said course. These fees include library and examination fees.

(ii) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

of the University from which they graduated are outside the Province of Ontario, the tuition fee for the regular session or for the session after Christmas shall be $150 for the course for Interim High School Assistants' certificates or $20 for each subject of said course. These fees include library and examination fees.

(*b*) The fee for the examinations in the course for High School Assistants' certificates when the examinations are taken by candidates not in attendance shall be $10 for the course or $2 for each subject of the course.

(*c*) A library deposit of $1 and an athletic fee of $3 shall be paid by all students, and a fee of $12 for membership in Hart House by all men students. All students shall be required to become members of the respective Students' Administrative Councils.

(*d*) All fees are payable to the bursar. The tuition fees and the fees for membership in Hart House and the Students' Administrative Councils shall be paid during the first month of enrolment. Examination fees shall be paid with the applications for examinations. Students who are in arrears for fees in the first term of the session shall not be admitted to lectures, laboratory classes, or examinations of their second term.

TEXT-BOOKS

9. The text-books for the academic work are those prescribed for the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also familiarize themselves with the professional text-books whose titles appear in the lists given below under each subject.

PROGRAMME OF STUDIES

10. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History and Civics, Geography, *and* (*a*) Latin, and one of French, German, Spanish, Greek *or* (*b*) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course may also take, if they possess the required academic qualifications, a Specialist's course, and may also take one of the following Supplementary courses:

I. Course for First Class Public School certificates.*

II. Course for Elementary Type A Physical Education certificates.

III. Course for Elementary Art certificates.

IV. Course for Elementary Type A Vocal Music certificates.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

V. Course for standing in certain of the subjects required for the Elementary Commercial certificate. The completion of the course for the Elementary certificate requires at least the equivalent of one subsequent Summer Session.

VI. Course for Elementary Type A General Shop Work certificates.*

VII. Course for Elementary Type B Home Economics certificates.*

VIII. Educational Counselling. (Admission to this course is restricted to students who have had satisfactory previous training in Psychology.)

Within one month of the beginning of the above Supplementary courses, the student shall satisfy the instructor of the Supplementary course he has chosen that he is adapted to the study of the course, or his registration in the Supplementary course shall be cancelled.

Under the conditions defined in 34(2), students may take the course for the Intermediate certificate in Physical Education or Art.

(3) *Diction and Voice Production*

At the beginning of the session a short course of lectures on Diction and Voice Production will be given. These lectures will be supplemented by corrective work with students whose need in this respect is revealed in their practice-teaching. Students requiring speech correction may be withdrawn by the Dean from their supplementary courses for this remedial work.

ORGANIZATION OF COURSE

11. (1) The instruction in the special methodology of the subjects of the High School courses shall be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(2) So far as the conditions permit, the programme of instruction shall be organized on the basis of intensive study of a few subjects at a time.

(3) The following introductory work shall be taken up at the beginning of the session:

(*a*) A brief course in the General Method of the Recitation as a preliminary to Observation and Practice-teaching.

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*The courses leading to the Interim First Class Public School certificate and to the Interim Elementary Type A certificate in General Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*b*) Supervised Observation and Practice lessons in the different grades or forms of the High Schools. Students shall be notified of the subject and scope of each Observation lesson, and should prepare the lesson beforehand. After observing the lesson they shall discuss it with the teacher or lecturer concerned.

12. (1) The introductory course defined in 11(3) above shall be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

The Observation work shall begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction shall include for each student at least 25 full days of Observation and Practice-teaching. This number may be increased to meet the needs of individual students.

(2) (*a*) The Observation and Practice-teaching for each student shall be arranged to represent as far as practicable the work in all forms and grades of the Lower, Middle, and Upper Schools of the High Schools.

(*b*) From time to time, throughout the College session, students shall be excused from the regular College exercises, and shall be assigned to approved practice-schools for continuous periods of Observation and Practice-teaching. For part of each of these periods of continuous practical work the student shall be wholly responsible for the management of his class.

(3) Students shall be notified of the subject and the scope of each Practice-teaching lesson required and shall prepare a plan of each Practice-teaching lesson for submission to the teacher.

(4) (*a*) The lecturers of the Ontario College of Education shall develop the details of their subjects in the teaching order, and, after each suitable step, shall also themselves teach model lessons in special classes and in the practice schools.

(*b*) From time to time, the lecturers of the Ontario College of Education shall be present at the Observation lessons and Practice-teaching of the students and shall join in the criticism and valuation of their work.

EXAMINATIONS

13. (*a*) The final standing of students in attendance shall be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observation and Practice-teaching of Part II.

(*b*) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and written examinations which shall test in particular the academic scholarship of the candidates.

(*c*) At the close of each term there shall be final examinations in such subjects of Part I as have been completed in the term.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(*d*) At the final examinations in Part I, each paper in the academic subjects shall contain questions in methodology, which shall test also the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he shall be rejected on this ground alone.

(*e*) No candidate shall be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(*f*) The maximum marks assigned to each subject in Part I shall be 100. In all subjects a maximum of 40% of the marks shall be assigned to the sessional records and 60% to the final written examinations.

(*g*) A maximum of 800 marks shall be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching shall be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

14. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the required subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing shall be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education shall take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing shall be determined in the subjects as constituted under the regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, or because they hold Permanent First Class certificates issued on the completion of a second

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

session of attendance at a Provincial Normal School, and who are required to write on the final examinations of the Ontario College of Education shall take the prescribed final examinations in the subjects of Part I, and shall also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Grade V of the Public or Separate School courses.

(*b*) The pass standard for candidates exempt from attendance shall be the same as that for candidates in attendance but no allowance shall be made for sessional work, if any, in the case of candidates not in attendance.

(*c*) (i) Candidates exempt from attendance at the Ontario College of Education under 14 (4) (*a*) (iii) and 14 (5) (*a*) shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They may take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Part I in June at the Ontario College of Education, Toronto, or at one of the Provincial Normal Schools outside of Toronto or, in the case of candidates who live in Provincial Districts or in a Provisional County, at approved local centres where inspectors of schools are available as presiding officers. All written examinations other than those held in June shall be taken at the Ontario College of Education, Toronto.

(iii) Candidates exempt from attendance shall take their practical tests at the Ontario College of Education, Toronto, or, in special cases, at local centres under the supervision of the Visiting Provincial Inspector. The conditions that determine these cases may be learned from the Ontario College of Education on application at the beginning of the Session. A candidate who has failed in the practical tests at the Ontario College of Education or under a Provincial Inspector shall not be admitted to a second practical test during the same College session.

(5) (*a*) Candidates who have fulfilled the requirements for admission to the High School Assistants' course and (i) who hold Ontario First Class certificates issued on the completion of one session of attendance at an Ontario Normal School, and who have had at least three years of successful teaching experience in the Public, Separate, or Continuation Schools of Ontario, or (ii) who hold Permanent Second Class certificates issued on the completion of one session of attendance at an Ontario Normal School and who have had at least six years of successful teaching experience in the Public or Separate Schools of Ontario, or (iii) who hold Permanent Second Class certificates issued on the completion of a second session of

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

attendance at an Ontario Normal School, or (iv) who hold Interim Vocational certificates and who have had at least two years of successful teaching experience in the Vocational Schools of Ontario, shall be exempted from attendance at the Ontario College of Education but shall attend the Summer Course for a High School Assistant's certificate conducted by the Department of Education, and shall take the final examinations prescribed for Part I. They shall also satisfy the examiners that they are competent to teach efficiently the subjects of the High School courses *either* by undergoing practical tests *or* by submitting statements from Inspectors of Public, Separate, or Continuation Schools that they have taught successfully, for at least two years, Ontario school courses of a grade not lower than Grade V of the Public or Separate School courses.

(*b*) Candidates who have been duly admitted to the Summer Session for the High School Assistant's certificate, who attend throughout the session, and who successfully pass the examinations at the close of the session may be granted by the Minister a Provisional certificate to teach as a High School Assistant during the ensuing school year, and may be admitted to the final examinations for an Interim High School Assistant's certificate at the Ontario College of Education.

(*c*) Candidates who have obtained Interim Vocational certificates by attendance at the Ontario Training College for Technical Teachers and who in addition to the practice teaching lessons required for a Vocational certificate, have taught to the satisfaction of the staffs of the Ontario Training College for Technical Teachers and the Ontario College of Education, at least ten lessons in academic subjects (English, Mathematics and Science) shall be exempted from the practical test in teaching.

(*d*) Candidates who have attended the Summer Course and who fail in one or more of the various tests prescribed for an Interim High School Assistant's certificate shall be exempted from further attendance and may complete their standing for said certificate under the following conditions: (i) Candidates who fail in the practical test in teaching shall be admitted to a second test in a subsequent college session; (ii) candidates who fail in more than two subjects of Part I shall rewrite at one annual examination the examinations in all the prescribed subjects of Part I; (iii) candidates who fail in not more than two of the subjects of Part I may rewrite at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(*e*) Other candidates who hold a First or a Second Class Ontario certificate with the academic standing required for admission to the High School Assistants' Course shall be exempted from attendance during the Autumn Term, but shall take all sessional tests held in the Winter and Spring terms and all the final examinations prescribed for Part I and shall also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

15. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, shall also be applicants for admission to the courses for Interim High School Assistants' certificates, or shall be applicants for admission to the examinations therefor without attendance throughout the session, or shall already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

(2) (*a*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistant's certificate, shall comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and shall also obtain a minimum of 75% in a qualifying examination before he is admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) Subject to the conditions and exceptions set forth in 15 (2) (*c*) a candidate for an Interim High School Specialist's certificate who holds a High School Assistant's certificate or is an applicant for admission to the examinations therefor without attendance shall obtain a minimum of 75% in a qualifying examination before he is admitted to the examinations for the specialist certificate.

(*c*) A candidate shall be eligible for admission to the qualifying examination when he submits evidence of standing not lower than 60% in the final or graduation courses approved by the Minister of Education. Any candidate who before the close of 1933 has complied with the requirements for non-professional specialist standing in force in 1932 shall be exempted from the qualifying examination.

(*d*) Under regulations issued by the Minister of Education and to be learned on application to the Ontario College of Education, the qualifying examination for admission to a specialist course or examination shall be held at the Ontario College of Education annually in November, and shall test the candidate's proficiency in the High School courses prescribed for the current year in the subjects represented in the specialist course or examination to which the candidate seeks admission.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

FEES

16. (*a*) When a High School specialist Course is taken concurrently with the Course for an Interim High School Assistant's certificate, or when a High School specialist examination is taken concurrently with the examination for an Interim High School Assistant's certificate, there shall be no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistant's certificate, shall be $5.00 per course or per examination, one or both, as the case may be.

(*b*) When the qualifying examination for admission to a specialist course or examination is taken during the same session as the specialist course or examination there is no additional fee; when it is taken in a different session the fee shall be $5.00.

COURSES

17. (1) Courses shall be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and German, English and Spanish, English and History, French and German, French and Spanish, Latin and French, Latin and Greek, Mathematics, Mathematics and Physics, Science, and Home Economics.

(2) Each specialist course shall consist of at least the equivalent of two seminar-periods per week throughout the Winter and Spring terms, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses leading to Interim High School Specialists' certificates in Physical Education shall also be offered under the conditions defined in Section 34 (*c*).

TEXT-BOOKS

18. Students in the courses for High School Specialists' certificates shall supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

19. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistant's certificate, the final standing of students in attendance in the specialist courses of 17 (1) above shall be determined by the records of the Practice-teaching in

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations shall be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Practice-teaching shall be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance shall be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case shall be 100.

CERTIFICATES

20. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 17 (1) above to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, and in their specialist department have obtained (*a*) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (*b*) 66% of the marks assigned to the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 17 (1) above to students exempt from attendance who hold or are awarded High School Assistants' certificates, who are duly qualified for admission to a specialist course, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) Students who are awarded Interim Specialists' certificates in Home Economics under (1) and (2) above and who hold or obtain First or Second Class Public School certificates may have their Specialist certificates endorsed as valid in the Home Economics departments of the Public Schools.

(4) (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 17 (1) above will be held at the end of the session at such centres and under such conditions as are set out in 14 (4) (*c*) (ii).

(*b*) For students not in attendance the practical examinations shall be held at the Ontario College of Education, Toronto, or at local centres as prescribed in 14 (4) (*c*) (iii).

SUPPLEMENTARY COURSES

21. Each student in attendance in the Interim High School Assistants' course may also take one of the following supplementary courses (see section 10 (2), page 12).

22. As the supplementary courses are taken concurrently with the course for an Interim High School Assistant's certificate, no additional fee shall be required. The fee for examination in a supplementary course, when taken in a session other than the session of attendance, shall be $2 per examination paper or a maximum of $5.

I. COURSE FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES

The course is conducted in accordance with the conditions prescribed in the Regulations, Examinations and Courses of Study of the Ontario Normal Schools. It may not be completed in the regular College session, but for completion requires at least the equivalent of one subsequent Summer Session.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates shall comply with the conditions of admission and attendance prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate *before* he has been awarded an Interim High School Assistant's certificate.

TEXT-BOOKS

24. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those recommended by the instructors.

PROGRAMME OF STUDIES

25. The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects, some of which will be offered in the regular College session, the remainder in a Summer Session:

Part I: School Management with specific reference to the elementary school and to the integration of the various subjects of the course of study; English (Advanced English; Literature, Advanced Reading and Primary Reading; Composition, Grammar and Spelling); Writing; Arithmetic; Social Studies; General Mathematics; Nature Study and General Science; Music; Art; Agriculture; Health and Physical Education; Manual Training; Home Economics (for women).

COURSE FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

In the development of the methodology of the course, emphasis shall be laid upon the correlation and integration of the subjects, and upon the importance of wholesome, vigorous, shared activities, directly connected with the learner's capacities and interests. The teacher's main function shall be represented as the stimulation and guidance of the learner, through the control of the regulating environment of the school; this postulates freedom and responsibility for the teacher and demands positive, definite teaching.

Part II: Observation and Practice-teaching—at least ten full days—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

MODIFICATIONS OF THE COURSE

26. (1) Students who take the Mathematics and Science option of the Interim High School Assistant's course shall be exempted from General Mathematics and General Science.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Home Economics shall be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistant's course shall be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except General Mathematics, General Science, Agriculture, and Health, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option shall be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture, and Health.

EXAMINATIONS

27. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates shall be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in such course. Subject to the same condition, the final standing of candidates not in attendance shall be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

28. (1) (*a*) Subject to the conditions of Sec. 27 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Public School certificate.

(*b*) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects shall be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (*b*) who have failed to obtain the necessary final standing will be required to attend such other sessions as the Minister may prescribe.

(3) Regulations 14, (4) (*a*) (i), (ii), (iii), (*b*) (*c*) (i), (ii), (iii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance, shall apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

(4) The Regulations of the Department of Education respecting Permanent First Class Certificates are contained in the Department's Circular No. 72. Holders of Interim First Class Certificates obtained after training at the Ontario College of Education are referred to Regulations III (1) (*a*) and (10).

II. COURSE FOR ELEMENTARY TYPE A PHYSICAL EDUCATION CERTIFICATES.

III. COURSE FOR ELEMENTARY ART CERTIFICATES.

IV. COURSE FOR ELEMENTARY TYPE A VOCAL MUSIC CERTIFICATES.

V. COURSE FOR STANDING IN CERTAIN OF THE SUBJECTS REQUIRED FOR THE ELEMENTARY COMMERCIAL CERTIFICATE.

VI. COURSE FOR ELEMENTARY TYPE A GENERAL SHOP WORK CERTIFICATES.*

VII. COURSE FOR ELEMENTARY TYPE B HOME ECONOMICS CERTIFICATES.*

VIII. EDUCATIONAL COUNSELLING.

29. Students in supplementary courses II-VIII shall supply themselves with such text-books and equipment as may be recommended by the instructors.

30. The subjects of supplementary courses II-VIII shall be those set forth in 56, 57, 58 (1), 59, 60, 61 and 62.

31. Observation and Practice-teaching are obligatory in each of the supplementary courses.

EXAMINATIONS

32. (*a*) The following is the scheme of examinations in Physical Education:

Practical Tests:

FOR WOMEN: Gymnastics, Games, Rhythmics, Swimming.

FOR MEN: Gymnastics, Apparatus, Games, Swimming.

Fifty per cent. of the marks in each of the practical tests shall be assigned to the sessional and fifty per cent. to the final tests.

Written Examination:

Theory of Physical Education.

(*b*) The following is the scheme of examinations in Art:

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*The courses leading to the Interim Elementary Type A certificate in General Shop Work and to the Interim Elementary Type B certificate in Home Economics may not be completed in the regular College session, but require at least the equivalent of one subsequent Summer Session before the candidates will be recommended for the certificates.

Practical Tests:

Creative Pictorial Expression, Drawing and Sketching from Objects, Plastic Design, Model-making, Design and Lettering.

Written Examinations:

Theory and History of Art, Methods of Teaching Art.

(*c*) The following is the scheme of examinations in Vocal Music:

Practical Tests:

Sight Singing, Voice Training.

Written Examinations:

Ear Training, Rudiments of Music, Music Appreciation, Methods.

(*d*) The following is the scheme of examinations in Commercial Subjects:

Written Examinations:

Shorthand Theory, Typewriting, Bookkeeping.

(*e*) The following is the scheme of examinations in General Shop Work:

Practical Tests:

Draughting, Woodworking, Sheet Metal Work, Machine Shop Practice.

Written Examination:

Methods of instruction and class organization of the General Shop.

(*f*) The following is the scheme of examinations in Home Economics:

Practical Tests:

Foods, Clothing, Home Management.

These tests shall consist of the daily work of the students, oral, written and practical tests given throughout the session.

Written Examination:

Methods of instruction and class organization of Home Economics.

(*g*) The following is the scheme of examinations in Educational Counselling:

Practical Tests:

Administering, Scoring and Interpreting Tests, Individual Counselling.

Written Examination:

Theory and Practice of Counselling.

CERTIFICATES

33. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Art or an Elementary Type A certificate in Physical Education or Vocal Music or standing in Part I of the course for the Elementary Type A certificate in General Shop Work or in Part I of the course for the Elementary Type B certificate in Home Economics or standing in Commercial Subjects, as the case may be, to a student in the course for an Interim High School Assistant's certificate, provided that the said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 60% of the marks assigned to practice-teaching and (*a*) in Art or Physical Education or General Shop Work or Home Economics a minimum of 50% of the marks assigned to each subject of the written examinations and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Vocal Music a minimum of 50% of the marks assigned to each subject of the written examinations except Methods, and of 60% of the marks assigned to each subject of the practical examinations, and to Methods, or (*c*) in Shorthand Theory, Typewriting and Bookkeeping a minimum of 50% of the marks assigned to each subject.

No student shall be recommended for a certificate or for standing in Art or Physical Education or Vocal Music or General Shop Work or Home Economics or Commercial Subjects whose attendance or progress in any part of the course has been reported as unsatisfactory.

(2) The Dean shall investigate the claims of the candidates for the Elementary Type A certificate in Physical Education who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. Candidates who are exempted by medical certificate from the course in swimming and candidates who have failed to obtain pass standing in the course in swimming may be awarded Elementary Type A Physical Education certificates endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in the supplementary courses II to VIII who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 60% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following conditions:

(i) In Physical Education or General Shop Work or Home Economics, candidates who fail in the written examination but pass in all the subjects of the practical tests may complete their standing by passing in the written examination at a subsequent examination without further attendance; candidates who pass in the written examination but fail in one or more of the subjects of the practical tests may complete their standing by passing in the subjects concerned at a subsequent Summer

Session under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

(ii) In Art or Vocal Music, candidates who fail in not more than two subjects of the written and practical tests may complete their standing by passing in the subjects concerned at a subsequent examination without further attendance, but in the subjects of the practical tests such candidates must try the tests conducted at the Summer Session under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

(iii) In the Commercial course candidates shall be allowed credit towards an Elementary certificate in the subject or subjects in which they are successful.

(iv) In the Educational Counselling course, no certificate is offered.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION, ART AND VOCAL MUSIC

To secure a Specialist's certificate in Physical Education or Art or Vocal Music, the holder of an Intermediate certificate in Physical Education or Art or Vocal Music shall complete successfully a subsequent Summer Session as prescribed by the Minister of Education.

34. (*a*) Students in the High School Assistants' Course who have completed the course for the Elementary Type A certificate in Physical Education or Vocal Music, or the Elementary certificate in Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art or Vocal Music, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Intermediate courses in Physical Education or Art or Vocal Music, as the case may be, not later than the beginning of the Winter term in January. Admission to the Intermediate courses in Physical Education or Art or Vocal Music shall not be granted, however, to students who are registered in one of the Specialist courses listed in 17 (i) except in the case of those referred to in 34 (*c*).

(*b*) A student who does not hold an Elementary certificate in Physical Education or Art or Vocal Music, and who is admitted to the Intermediate course in Physical Education or Art or Vocal Music under (*a*) above shall take both the Elementary course and the Intermediate course, and shall not be awarded an Intermediate certificate until or unless he secures an Elementary certificate.

(*c*) Admission to the Elementary, Intermediate and Specialist courses in Physical Education and exemption from the practical exercises and tests of these courses will be granted to students (i) who hold the diploma in Physical Education of the University of Toronto, with a final standing not lower than 60%, or (ii) who have completed the two-year normal course in physical education of the Margaret Eaton School, with a final standing not lower than 60%.[1] These students shall take the written examinations in the Physical Education courses and also the Observation and Practice-teaching.

35. Students admitted to the Intermediate courses in Physical Education or Art or Vocal Music under 34 (*a*) and to the Specialist course in Physical Education under 34 (*c*) above shall not pay an additional tuition fee, but shall supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

36. (*a*) The subjects of the course for Intermediate certificates in Physical Education are to be found in 56, and those of the course for Intermediate certificates in Art in 57, and these of the course for Intermediate Vocal Music certificates in 58 (2).

[1]See also 7(1)(*e*), page 10.

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION, ART AND VOCAL MUSIC—*Continued*

(*b*) Observation and Practice-teaching are obligatory in each of these courses.

37. (*a*) The following is the scheme of examinations in the course for the Intermediate Type A Physical Education certificate:

Practical Tests:

FOR WOMEN: Games, Gymnastics.

FOR MEN: Gymnastics, Apparatus.

In each of the practical tests 50% of the marks shall be assigned to the sessional and 50% to the final tests.

Written Examination:

Theory of Physical Education.

(*b*) The following is the scheme of examinations in the course for the Intermediate Art certificate:

Practical Tests:

Drawing and Painting, Modelling and Model-making, Industrial and Decorative Design.

Written Examinations:

Theory and History of Art, Classroom Methods and Problems.

(*c*) The following is the scheme of examinations in the course for the Intermediate Type A Vocal Music certificate:

Practical Tests:

Sight Singing, Voice and Memory.

Written Examinations:

Ear Training, Rudiments and Harmony, Music Appreciation, Methods.

38. (1) On the recommendation of the examiners the Minister of Education may grant an Intermediate certificate in Art or an Intermediate Type A certificate in Physical Education or Vocal Music, as the case may be, to a student in the course for an Interim High School Assistant's certificate, provided that the said student is awarded an Interim High School Assistant's certificate and obtains a minimum of 66% of the marks assigned to practice-teaching and (*a*) in Physical Education or Art a minimum of 50% of the marks assigned to each subject of the written examinations and 60% of the marks assigned to each subject of the practical tests, or (*b*) in Vocal Music a minimum of 50% of the marks

COURSES FOR INTERMEDIATE CERTIFICATES IN PHYSICAL EDUCATION, ART AND VOCAL MUSIC—*Continued*

assigned to each subject of the written examinations except Methods, and 60% of the marks assigned to each subject of the practical tests and to Methods.

Students who are awarded Interim Specialists' certificates in Physical Education (under Section 34 (*c*) above) and who hold, or obtain, Second or First Class Public School certificates may also be awarded Supervisors' certificates in Physical Education valid in Public and Separate Schools.

(2) Men candidates for the Intermediate Type A certificate in Physical Education who are exempt by medical certificate from taking swimming or who have failed to obtain pass standing in swimming may obtain certificates endorsed "not including swimming".

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in the Intermediate courses in Art, Physical Education and Vocal Music, who have been awarded Interim High School Assistants' certificates and have obtained a minimum of 66% of the marks assigned to practice-teaching but have failed to obtain standing in their respective courses to complete their standing in said courses under the following conditions:

(i) In Physical Education, candidates who fail in the written examination but pass in all the subjects of the practical tests may complete their standing by passing in the written examination at a subsequent examination without further attendance; candidates who pass in the written examination but fail in one or more of the subjects of the practical tests may complete their standing by passing in the subjects concerned at a subsequent Summer Session under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

(ii) In Art or Vocal Music, candidates who fail in not more than two subjects of the written and practical tests may complete their standing by passing in the subjects concerned at a subsequent examination without further attendance, but in the subjects of the practical tests such candidates must try the tests conducted at the Summer Session under conditions to be determined by the Principal of the Summer School. All other candidates who fail shall repeat the course for standing.

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates, for Intermediate certificates in Art, for Intermediate Type A certificates in Physical Education, and Vocal Music, for standing in Commercial Subjects, for Elementary Type A certificates in Physical Education, Vocal Music and General Shop Work, and for Elementary Type B certificates in Home Economics are given below. For the course for Interim First Class Public School certificates these details and subjects shall be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION

40. (*a*) *Principles of Education.* (i) Instruction regarding types of lessons, preparation of lesson plans, etc., preliminary to Observation and Practice-teaching in schools. Demonstration lessons followed by discussions of the principles involved will be arranged throughout the Autumn term.

(ii) Aims of Education; educational agencies; the curriculum.

(iii) Classroom procedure—questioning, discipline, examinations.

(*b*) *Educational Psychology.* (i) The original nature of man, including a study of heredity, unlearned reactions, intelligence and personality.

(ii) The learning process, including rates of learning, economy of learning, memory, fatigue, reciprocal improvement of learning, and measurement of improvement.

(iii) Mental hygiene of the pupil and teacher.

(iv) Psychology of typical elementary and secondary school subjects.

(v) Child study, its aims, methods and results.

Books of Reference:

Ontario Normal School Manuals: Principles of Method, Introduction to Psychology.
Bode: Modern Educational Theories.
Burt: The Young Delinquent.
Davis: Psychology of Learning.
Gates: Psychology for Students of Education.
Gray: Psychological Foundations of Education.
Jordan: Educational Psychology.
Kilpatrick: Foundations of Method.
Morrison: Basic Principles in Education.
Mursell: The Psychology of Secondary School Teaching.
Pintner: Intelligence Testing.
Ruediger: Teaching Procedures.
Sandiford: Educational Psychology.
Simon: Preface to Teaching.
Stoddard & Wellman: Child Psychology.
Waples: Procedures in High School Teaching.

DETAILS OF SUBJECTS.

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

The Ontario school system: Department of Education, and its organization and functions; local administrative units; school boards, their selection, organization and functions; types of schools; school finance and business administration; relation to other public services.

The High School plant: provision, maintenance, care and use; special accommodations; relation to community activities.

The High School curriculum: aim, structure and use; texts; extra-curricular activities.

The High School pupil: attendance, rights, duties, guidance.

The High School teacher: professional status; personal qualifications; training and certification; appointment, tenure, payment, superannuation; duties in relation to trustees, parents and other citizens; duties in relation to supervisors, colleagues and pupils; freedom and responsibility.

High School organization: admission, exclusion, classification, grading, promotion, tests of progress, records and reports, recommendations, staff-meetings, time-tables, supervised study, homework.

Supervision: inspectors, principals, heads of departments; their powers and duties.

Discipline: aim and scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and delinquencies.

School Law and Regulations: Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario School Acts and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: Classroom Management; School Discipline.

Briggs: Secondary Education.

Cameron: The Financing of Education in Ontario.

Carpenter and Rufi: The Teacher and Secondary School Administration.

Cubberley: The Principal and his School.

Douglass and Boardman: Supervision in Secondary Schools.

Johnston: High School Education.

Maxwell and Kilzer: High School Administration.

Monroe and Weber: The High School.

Simon: Preface to Teaching.

Uhl: Principles of Secondary Education.

DETAILS OF SUBJECTS.

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the essay, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

(3) *Composition.*—The aim in teaching composition; principles to be followed in arranging a course; the place of grammar and of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.
Ontario High School Composition.
Public School Manual in Grammar.
Ballard: On Teaching the Mother Tongue.
Bradby: About English Poetry.
Clark: The Interpretation of the Printed Page.
Haddow: On the Teaching of Poetry.
Lamborn: Expression.
Lamborn: The Rudiments of Criticism.
Pertwee: The Art of Speaking.
Quiller-Couch: The Art of Writing.
Webster and Smith: Teaching English in the Junior High School.

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

DETAILS OF SUBJECTS.

Books of Reference:

Public School Manual: History.

Binning and Binning: Teaching the Social Studies in Secondary Schools.

Tryon: The Teaching of History in Junior and Senior High School.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Klapper: The Teaching of History.

Knowlton: Making History Graphic.

Lynch: Individual Work and the Dalton Plan.

Macpherson: Visual Aids in the Teaching of History.

Simpson: Supervised Study in History.

SEMINAR IN ENGLISH AND HISTORY.

44. (For Specialists in English and History and, in part, English and a Modern Language).

A consideration of the following phases of the teaching of English and History: (*a*) courses of study, (*b*) presentation of difficult topics, (*c*) special methods of teaching.

Books of Reference in English:

Abercrombie: Poetry—its Music and Meaning.

Ballard: Thought and Language.

Drinkwater: The Lyric.

Eliot: The use of Poetry and the Use of Criticism.

Gurrey: The Appreciation of Poetry.

Newbolt: The Teaching of English in England.

Pocock: Pen and Ink.

Raleigh: Style.

Richards: The Principles of Literary Criticism.

Thouless: Straight and Crooked Thinking.

Books of Reference in History:

Binning and Binning: Teaching the Social Studies in Secondary Schools.

Johnson: The Teaching of History.

Hasluck: The Teaching of History.

Horn: Methods of Instruction in the Social Studies.

Kimmel: Instruction in the Social Studies (Bulletin 17, 1932, Monograph 21, Office of Education).

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Schutte: Teaching the Social Studies on the Secondary School Level.

Wesley: Teaching the Social Studies.

Wilson: Education for Responsibility.

Year-books of the National Council for the Social Studies.

MATHEMATICS.

45. *General Mathematics.*—The content and methodology of the prescribed courses for Grades IX and X, including commercial arithmetic and mensuration.

Algebra and Geometry.—The content and methodology of the Middle School courses prescribed in the "Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools".

Business Practice and Writing.—Elementary concepts of formal cash book; functions of treasurer; communications; travel information; public utilities; banking; remittances; thrift and investment; budgeting and family accounts; buying and furnishing a home.

Careful study of what constitutes good writing—legibility; suggested individual remedial exercises; numbers.

Methods of teaching the above topics.

Books of Reference:

Public School Manual in Arithmetic.

Ontario Writing Course, Book III.

Beattie and Bennett: Essentials of Business Practice.

Crabbe and Slinker: General Business Training.

Durrell: The Teaching of Elementary Algebra.

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Kirk: Introduction to Business.

Lennes: The Teaching of Arithmetic.

Mills: The Teaching of Modern Arithmetic.

Morton: Teaching Arithmetic in the Elementary School (Vol. II).

Smith and Reeve: The Teaching of Junior High School Mathematics.

Sumner: The Teaching of Arithmetic and Elementary Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists in Mathematics and, in part, Mathematics and Physics)

46. The seminar in mathematics will discuss methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and

DETAILS OF SUBJECTS.

impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.

Nunn: The Teaching of Algebra, including Trigonometry.

Schultze: The Teaching of Secondary Mathematics.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Young: The Teaching of Mathematics.

Articles in "School Science and Mathematics," and "The Mathematics Teacher."

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems; records of pupils' work.

Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; chief natural regions; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Bowman: Geography in Relation to the Social Sciences.

Chisholm: Handbook of Commercial Geography.

Cornish: Geography of Commerce for Canadians.

Forsaith: Handbook for Geography Teachers.

Morrison: Canadian Commercial Geography.

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National Society for the Study of Education: The Teaching of Geography.

Memorandum on the Teaching of Geography (Geo. Philip & Sons).

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in general science in Grades IX and X, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of general science, and of physics, chemistry, and biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types; chemical equilibrium; ionization in solution; structure of atom.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, friction, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity, mechanics.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

DETAILS OF SUBJECTS.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.
Lloyd and Bigelow: The Teaching of Biology.
Newbury: The Teaching of Chemistry.
Phillips and Cox: Teaching of Biology.
Smith and Hall: The Teaching of Chemistry and Physics.
Twiss: Principles of Science Teaching.

SEMINAR IN SCIENCE.

(For Specialists in Science and, in part, Mathematics and Physics)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; film projection; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed; geological history of the Great Lakes and other geological forms in their relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; migration; hibernation; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; atomic weight, atomic number, periodic law; valency; atomic and molecular theories; Boyle's Law; Charles' Law; atomic structure; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Borradaile: Text-book of Zoology.
Bower: Botany of the Living Plant.
Cornish: Senior Chemistry.
Davis: Natural History of Animals.
Ganong: The Teaching Botanist.
Kerner: Natural History of Plants.
Kimball: College Physics.
Laboratory Accommodation, Pamphlet No. 9, Department of Education, Ontario.
Mann: The Teaching of Physics.

DETAILS OF SUBJECTS.

Partington: Text-book of Inorganic Chemistry.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

SEMINAR IN AGRICULTURE.

(For Specialists in Agriculture)

The History of agricultural education in other countries, in Canada and particularly in Ontario; developments prior to 1904; developments since 1904; the influence of Departmental regulations, Ontario Agricultural College, Summer Courses, School Fairs and various organizations in the development of agricultural education; the present regulations of the Department of Education and their relation to the teaching of Agriculture in the elementary and secondary schools and normal schools; qualifications of teachers; relations of school boards and teachers; provisions for inspection and reports; elective courses, and vocational agricultural courses in secondary schools.

Equipment and methods; special equipment needed for agricultural topics; arrangement of laboratory and classroom; storage and care of apparatus; preparation of illustrative material and charts; the projection lantern; the moving picture machine; agricultural periodicals, reference books and other sources of information; the school garden, planning and care; beautification of school grounds; home projects and collections; planning of courses; types of lessons; use of illustrative material; correlation of the science subjects in courses in agriculture.

Books of Reference:

Bulletins and Regulations of the Dominion and Ontario Departments of Agriculture.
Canadian Agriculture for High Schools.
Manual of Elementary Agriculture and Horticulture.
Dean: Dairying, Farm and Factory.
Leake: Means and Methods of Agricultural Education.
Lippincott: Poultry Production.
Lyon, Fippin and Buckman: Soils, their Properties and Management.
Madill: History of Agricultural Education in Ontario.
Plumb: Types and Breeds of Farm Animals.
Russell and Hastings: Agricultural Bacteriology.
Sanderson: Insects of Farm, Garden and Orchard.

Note: Candidates for Specialists' certificates in Agriculture shall take also the course in Science for High School Assistants.

DETAILS OF SUBJECTS.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for the Lower and Middle Schools; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.
Lane: Latin Grammar.
Westaway: Quantity and Accent in the Pronunciation of Latin.
Bristol: The Teaching of Greek.
Thompson: Homeric Grammar.
Goodwin and Gulick: Greek Grammar.
Arnold: On Translating Homer.
Game: The Teaching of High School Latin.
Valentine: Latin; its Place in Education.
The American Classical Investigation: Report, Parts 1 and 2.

SEMINAR IN CLASSICS.

(For Specialists in Classics, Latin and Greek, and, in part, Latin and French)

52. In the seminar in Classics, the topics treated will be those which are germane to the teaching of the Latin and Greek authors and prose prescribed for study in the Upper School during the current year. These will include:

A study of adequate translation of the works of Latin and Greek authors.

Appreciation of the art of Horace, Virgil, Catullus, and Homer.

The legacy of Greece and Rome.

The teaching of the following metres: Hexameter, Elegiac, Sapphic, Alcaic.

The different types of poetry represented in the prescribed authors and the debt of English writers to classical originals.

The teaching of Latin continuous prose composition.

The morphology and syntax of Attic Greek together with a general treatment of the principles of Greek accent.

DETAILS OF SUBJECTS.

FRENCH, GERMAN, OR SPANISH

53. Pronunciation: Study of sounds and their spelling; phonetic symbols; devices for teaching; intonation exercises; dictation; singing.

Course of Studies in Grades IX and X: Introductory lessons, including conversational work for beginners; reading for comprehension; vocabulary building; conversation based on reading; paraphrasing; dictation; functional grammar, stressing the verb and pronoun.

Course of Studies in Grades XI and XII: Methods of conducting reading; increased emphasis placed on writing; grammar; translation from English into the foreign language; supplementary reading; testing.

Illustration of methods in typical lessons.

The course will stress oral practice in the foreign language.

Books of Reference:

Basic French for Canadian Schools.
Teacher's Manual to accompany Basic French.
Burkhard: Lernen Sie Deutsch.
Cole: Modern Foreign Languages and their Teaching.
Handschin: Methods of Teaching Modern Languages.
Jack: French Pronunciation and Diction.
Jespersen: How to Teach a Foreign Language.
Travis and Travis: Cours Moyen de Français.
Vietor: German Pronunciation.
Wilkins: Spanish in the High Schools.

SEMINAR IN MODERN LANGUAGES

(For Specialists in French and German or Spanish, and, in part, Latin and French, English and a Modern Language)

54. In the seminar in Modern Languages, stress will be laid upon methods of presenting the work to be studied in the Upper School during the current year.

Topics treated will include: Teaching of advanced grammar and prose composition; correction of written work; conducting of reading lessons; sight reading; supplementary reading; free composition; conversation; making of examinations; use of dictionaries and books of reference.

Books of Reference:

Augé: Grammaire, Cours Supérieur.
Der Sprach-Brockhaus.
Duden: Stilwörterbuch.
Larousse: Nouveau Petit Larousse Illustré.
Livaudais-Samson: Mon Guide.
Schulz und Sundermeyer: Deutsche Sprachlehre für Ausländer.

DETAILS OF SUBJECTS.

SEMINAR IN HOME ECONOMICS

(For Specialists)

55. Introductory: The development of Home Economics, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; illustration of methods in typical lessons; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Departmental regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

Regulations and Courses of Study for the Public and High Schools of Ontario.
Texts as recommended in the Courses of Study in Home Economics for High and Continuation Schools, Collegiate Institutes and Vocational Schools.
Ontario Public School Manuals: Household Science for Rural Schools, Household Management, Sewing.
Bevier: Home Economics in Education.
Brown and Haley: The Teaching of Home Economics.
Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
Hanna: Methods of Teaching Home Economics.
Kauffman: Teaching Problems in Home Economics.
Rose: Teaching Nutrition to Boys and Girls.
Spafford: Fundamentals in Teaching Home Economics.
Winchell: Home Economics for Public School Administrators.
Syllabus of Home Economics (American Home Economics Association).
Vocational Homemaking Education (Teachers College, New York).
Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington).

56. PHYSICAL EDUCATION

COURSE FOR ELEMENTARY TYPE A CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):

(a) GYMNASTICS.

DETAILS OF SUBJECTS.

(b) APPARATUS.
(c) GAMES.
(d) SWIMMING.

PRACTICE (for women):
(a) GYMNASTICS.
(b) GAMES.
(c) RHYTHMICS.
(d) SWIMMING.

COURSE FOR INTERMEDIATE TYPE A CERTIFICATE

THEORY OF PHYSICAL EDUCATION (for men and women).

PRACTICE (for men):
(a) GYMNASTICS.
(b) APPARATUS.

PRACTICE (for women):
(a) GAMES.
(b) GYMNASTICS.

Books of Reference:

Gymnastics:

Bjorksten: Principles of Gymnastics for Women and Girls, Parts I and II.
Bukh: Fundamental Gymnastics (Danish).
Cotteral: Tumbling, Pyramid Building and Stunts.
Hawtin: Gymnastic Pyramids.
Knudsen: A Textbook of Gymnastics.
McDowell: Gymnastic Movements.
McDowell: Vaulting.
Rodgers: A Handbook of Stunts.
Syllabus of Physical Training (1933).

Games and Athletics:

Anderson: Tennis for Women.
Bancroft: Games for the Playground, Home, School and Gymnasium.
Duckett: Athletics, How to Succeed.
Frost and Cubberley: Field Hockey and Soccer.
Frymir: Basketball for Women.
Frymir: Track and Field for Women.
Hunt: Football, How to Succeed.

DETAILS OF SUBJECTS.

Jarman: Physical Training Through Organized Games.
Mason and Mitchell: Active Games and Contests.
Montgomery: Volleyball for Women.
Staley: Games, Contests and Relays.
Tisdall: The Young Athlete.
Veenker: Basketball for Coaches and Players.

Dancing:

Bryans: Scandinavian Dances.
English Country Dance Book.
Scottish Country Dance Book. (Pater's Publications Limited).

Swimming:

Canadian Y.M.C.A. Swimming, Diving and Life-Saving Manual.
Royal Life Saving Society Handbook.
Handley: Swimming and Watermanship.
Hedges: Swimming, How to Succeed.
Sheffield: Swimming Simplified.

Theory of Physical Education:

Best and Taylor: The Human Body.
Bowen and McKenzie: Applied Anatomy and Kinesiology.
Bundy: Anatomy and Physiology.
Lovett: Lateral Curvature of the Spine and Round Shoulders.
McKenzie: Exercise in Education and Medicine.
Mitchell: Intramural Athletics.
Morrison and Chenoweth: Normal and Elementary Physical Diagnosis.
Mulliner and McKenzie: Elementary Anatomy and Physiology.
Rathbone: Corrective Physical Education.
Sharman: Introduction to Physical Education.
Skarstrom: Gymnastic Teaching.
Solandt: Highways to Health.
Wayman: Education Through Physical Education.
Williams: The Organization and Administration of Physical Education.
Williams: Personal Hygiene Applied.
Williams and Brownell: The Administration of Health and Physical Education.

Articles in "The Athletic Journal," and "The Journal of Health and Physical Education."

DETAILS OF SUBJECTS

ART

57. COURSE FOR ELEMENTARY CERTIFICATE

Creative Pictorial Expression, Drawing and Sketching from Objects, Plastic Design, Model-making, Design and Lettering, Theory and History of Art, Methods of Teaching Art.

COURSE FOR INTERMEDIATE CERTIFICATE

Drawing and Painting, Modelling and Model-making, Industrial and Decorative Design, Theory and History of Art, Classroom Methods and Problems.

Books of Reference:

Caffin: How to Study Pictures.
Cleland: An Explanation of the Munsell Theory.
Dow: Composition.
Escott: Teaching Creative Art in Schools.
Fletcher: A History of Architecture.
Flexner, Cane and Clark: Hand Puppets.
Gardner: Art through the Ages.
Gibbs: The Teaching of Art.
Hartley and Elliott: Life and Work of the People of England—vols. I-VI.
Hatton: Perspective; Figure Drawing.
Johnston: Writing, Lettering and Illuminating.
Littlejohn: The Art of Painting in Pastel.
Munsell: Colour Notation.
Neale: Picture Study in the Grades.
Nicholas, Mawhood and Trilling: Art Activities in the Modern School.
Norton: Freehand Perspective and Sketching.
Quennel: History of Everyday Things in England—vols. I-II.
Reinach: Apollo—Story of Art throughout the Ages.
Sarg: How to Make and Operate a Marionette Theatre.
Simonds: Modelling in Clay and Wax.
Tannahill: P's and Q's.
Articles in "Art and Craft Education"; "Decoration"; "School Arts Magazine".

VOCAL MUSIC

58 (1). COURSE FOR ELEMENTARY TYPE A CERTIFICATE

Sight Singing:

Major and normal minor scales; modulation to related keys; measures, simple and compound; the pulse-unit and its divisions.

DETAILS OF SUBJECTS

Ear Training:

Pitch: (i) Reproducing individually, short, easy, melodic phrases.
(ii) Writing from dictation, phrases of four or five tones.

Rhythm: (i) Reproducing rhythmic groups by tapping, etc.
(ii) Writing simple rhythms with the quarter note as the beat note.

Voice Training:

Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation,—all with a view to presenting a suitable pattern for children.

Rudiments of Music:

Notation; intervals and their inversion; metre and rhythm, with special reference to accent; diatonic scales (major, harmonic minor, melodic minor); musical terms in common use; transposition.

Translating from sol-fa syllables to staff notation and vice versa.

Music Appreciation:

Study of topics suggested in the Courses of Study, Grades IX and X.

Songs:

Songs in unison and part songs suited to Grades IX and X; expression and interpretation; blending of voices in part singing; conducting; memorizing of songs.

Methods:

Analysis of course prescribed for Grades IX and X; preparation of lesson-plans.

58 (2). COURSE FOR INTERMEDIATE TYPE A CERTIFICATE

Sight Singing:

Review of studies prescribed for the Elementary course; Major, Minor (three forms) scales; Modulation to related keys and Tonic Minor; Studies in Metre and Rhythm.

Ear Training:

Pitch: (i) Reproducing individually, short, melodic phrases, Major and Minor, including fe and ta;
(ii) Writing from dictation, phrases of four or five tones.

DETAILS OF SUBJECTS

Rhythm: (i) Reproducing rhythmic groups by tapping, etc.

(ii) Writing from dictation rhythms with the quarter note as the unit.

Detection and correction of errors in pupils' performance.

Recognition of Major, Minor and Dominant Seventh Chords in root position.

Voice Training:

A continuation of the subjects prescribed above for the Elementary course.

Rudiments of Music:

A continuation of the work prescribed for the Elementary course, but of a more advanced character; Tenor and Alto clefs, Chromatic scales.

Harmony:

The Common Chord, the Dominant Seventh Chord, Part Writing, Elementary Composition (writing school melodies).

Music Appreciation:

Study of topics suggested in the Courses of Study, Grades XI and XII.

Songs:

Unison and part songs suitable for Grades XI and XII; expression and interpretation; blending of voices in part singing; conducting; memorizing of songs.

Methods:

A review of the subjects prescribed for the Elementary course; analysis of the course prescribed for Grades XI and XII.

Books of Reference:

The Highroad of Song, Book III. (W. J. Gage Co.)
The Silver Book of Songs. (Gordon V. Thompson Limited)
Dunstan: The ABC of Musical Theory.
Hill: The Singing Period, Book VII.
Kitson: Elementary Harmony, Part I.
Pitts: Voice Class Methods.

59. COMMERCIAL SUBJECTS

(1) Shorthand Theory:

The principles of the Isaac Pitman system, New Era Edition; writing continuous matter in approved shorthand forms; transcribing sight passages in continuous shorthand.

DETAILS OF SUBJECTS.

Texts:

Canadian Centennial Edition, Pitman Shorthand. (Sir Isaac Pitman & Sons.)
Stevenson: The Strange Case of Dr. Jekyll and Mr. Hyde. (Sir Isaac Pitman & Sons.)
The Battle of Life. (Sir Isaac Pitman & Sons.)
Shorthand Dictionary, New Era Edition. (Sir Isaac Pitman & Sons.)
Jones: Teaching Business Subjects.
Lomax and Walsh: Problems of Teaching Shorthand.
Miller: Methods in Commercial Teaching.

(2) Typewriting:

(*a*) Typing for ten minutes on a typewriter with blanked keyboard at the rate of thirty words per minute. (The basis for estimating the number of words shall be five strokes per word.)

(*b*) Typing business letters; centering headings; programmes, invitations, announcements, display work; invoicing, billing, columnar statements; completing business forms; legal forms.

Texts:

Lessenbury: College Typewriting.
SoRelle: Gregg Typing (1937).
Book: Learning to Typewrite.
Clem: The Technique of Learning Typewriting.
O'Dell and Stewart: Principles and Technique.

(3) Bookkeeping:

One paper, to include both theory and problems.

Business Organization. Three types with advantages of each. Study of property and claims against this property as assets, liabilities; proprietorship as expressed in the fundamental equation—Assets minus Liabilities equals Proprietorship.

Books and Records: (*a*) Journal—Specialized subdivisions, columnar adaptations; the making of entries therein, journalizing, four parts of a journal entry, kinds of entries, *e.g.*, opening, routine, adjusting, closing; authorization of entries, source of entries, various rulings, analytic aspect of cash journal. (*b*) Ledger—Use and forms, posting, segregation, accounts, sectioning of ledger, controlling accounts and modifications occasioned thereby, periodic summarization and adjustment, inventories, closing accounts, balancing accounts, detection of errors, rulings, folios.

Reports: Balance Sheet, Income and Expense, Analysis of Proprietorship, preparation of reports and classification of items, typical Balance Sheet Accounts, typical Income and Expense Accounts, two methods of calculating the profit or loss, interdependence of these reports, use, fre-

DETAILS OF SUBJECTS.

quency and disposition of reports, comparative statements, limitations of Balance Sheet as an aid to management, forms of the reports.

Transactions: Transactions relating to Single Ownership and Partnership, transmitting funds, purchase and sales, credit, trade and cash discounts, returns and allowances, C.O.D. sales, collections, bank dealings, opening bank account, deposits, withdrawals, overdrafts, interest, collections and exchange, business vouchers, purpose and forms of vouchers, bills of lading, receipt, pass book, bank statement, cancelled cheque, certified invoice, negotiable instruments.

Interpretation of elementary financial statements by means of: percentages, graphs, charts, ratios, applications of funds, bookkeeping vocabulary, business terms and abbreviations within the course, reconciliation statement, schedules, classification of items, aging of accounts.

Problems and short sets illustrating and co-ordinating the above theory.

Texts:

Bennett: New Course Bookkeeping.
Bolon: Introduction to Accounting.
Finney: Fundamentals of Accounting.
Kirk: Bookkeeping for Immediate Use.
Lomax and Agnew: Problems of Teaching Bookkeeping.
Rosenkampff and Wallace: Bookkeeping.

60. GENERAL SHOP WORK

COURSE FOR ELEMENTARY TYPE A CERTIFICATE

Draughting: Orthographic projection problems; isometric drawing of rectangular, circular and cylindrical figures; sketching oblique views; geometric drawing; tracing and blue printing.

Woodworking: Nature, structure and characteristics of common woods; the selection and suitability of woods for various purposes; seasoning, defects and grading lumber; cutting out operations, planing, squaring, chiselling and paring; uses of various fastening materials; construction of common joints; various methods of wood finishing and care of brushes; use and care of band saw, variety saw, jig saw and jointer; the wood turning lathe, with elementary turning of single spindle and face plate work; sharpening and care of woodworking tools.

Sheet Metal Work: Laying out patterns, cutting, bending, soldering and rivetting of tin plate and galvanized iron; etching, hammering, planishing and polishing of brass and copper.

Machine Shop Practice: Hand tools and bench work; layout work and elementary machine operations.

Methods of instruction and class organization of the General Shop.

DETAILS OF SUBJECTS

Texts:

As recommended in the Courses of Study for High or Continuation Schools, Collegiate Institutes and Vocational Schools (Grade IX).

61. HOME ECONOMICS

COURSE FOR ELEMENTARY TYPE B CERTIFICATE

Foods, Clothing, Home Management: The subject-matter, laboratory and demonstration practice relating to the prescribed course in Home Economics for Grade IX.

Study of equipment, methodology and organization for the presentation of Home Economics in Grade IX.

Texts:

As recommended in the Courses of Study for High or Continuation Schools, Collegiate Institutes and Vocational Schools (Grade IX).

62. COURSE IN EDUCATIONAL COUNSELLING

The role of the educational counsellor in the school.

Psychology of the secondary school pupil, with an emphasis on personality adjusted.

The place of measurement in secondary education, an evaluation of measurement techniques, and practice in test construction.

Practice in administering and interpeting group and individual tests in intelligence.

The measurement of interests, aptitudes and other personality traits.

Directing the study habits of pupils. Remedial work.

The use of test results and other information in guiding pupils into programmes suited to their capacities and aims.

Elementary educational statistics.

Texts:

Bingham: Aptitudes and Aptitude Testing.
Fitch: Vocational Guidance in Action.
Frederick, Ragsdale & Salisbury: Directing Learning.
Freeman: Mental Tests.
Hawkes, Lindquist & Mann: The Construction and Use of Achievement Examinations.
Hildreth: Psychological Service for School Problems.
Mursell: The Psychology of Secondary School Teaching.
Shaffer: Psychology of Adjustment.
Strang: The Role of the Teacher in Personnel Work.
Symonds: Mental Hygiene of the School Child.
Terman & Merrill: Measuring Intelligence.

COURSE FOR INTERMEDIATE CERTIFICATES IN HOME ECONOMICS

CONDITIONS OF ADMISSION

63. (1) A candidate for admission to the course for the Interim Intermediate certificate in Home Economics should make application, not later than September 28th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

(*a*) A certificate from a competent authority that she is a British subject.

(*b*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*c*) A certificate of successful vaccination. By order of the Board of Governors, if this certificate is not submitted with the application, the applicant must agree to submit such a certificate within ten days after the opening of the session. Dr. Edith Gordon of the University Health Service will arrange for the vaccination of those who so desire.

(*d*) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Home Economics.

(*e*) One of the following:*

A Permanent Second Class certificate; an Interim or Permanent First Class certificate; a High School Assistant's certificate; an Ordinary Vocational or a Specialist Vocational certificate.

(2) Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Home Economics, Types A, B, or C will be exempted from attendance during the Autumn term.

FEES

64. (1) (*a*) Except as provided in the next subsection, the tuition fee for the regular session or for the session after Christmas is $75 for the course for Intermediate certificates in Home Economics. This fee includes library and examination fees. A library deposit of $1 and an athletic fee of $3 shall be paid by all students. All students shall be required to become members of the Students' Administrative Council.

(*b*) For students who have not attended an Ontario Secondary School for at least two years or whose home addresses as recorded on the register of the university from which they graduated are outside Ontario, the tuition fee for the regular session or for the session after Christmas is $150 for the course for Intermediate certificates in Household Science. This fee includes library and examination fees.

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*After June, 1940, the holders of Permanent Second Class certificates will be admitted to this course, only if these certificates were obtained under the regulations in force subsequent to September, 1927.

COURSES IN HOME ECONOMICS—*Continued.*

(*c*) The fee for the examinations in the course for Intermediate certificates in Home Economics when the examinations are taken by students not in attendance is $10 for the course or $2 for each subject of the course.

(2) At the beginning of the session, a deposit of $4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

COURSE OF STUDY

65. The Course of Study for the Intermediate certificate in Home Economics includes the following, with specific reference to the course in Home Economics prescribed for Grades VII, VIII, IX, and X:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Nutrition.—Composition and nutritive value of foods; requirements to maintain the body in health; digestion of foods, factors influencing the diet, menu planning; diets for infants, children and adults.

Preparation.—Scientific principles underlying methods of preparation; application of these principles in food and meal preparation (family meals, meals for children, aged and sick in the home). Table service.

CLOTHING

Selection.—Brief history of textile arts, source and properties of the principal textile fibres (cotton, linen, wool, silk, synthetic fibres), study of textile fabrics.

Influence of historic costume on present day styles, principles of design, factors determining individual selection.

Construction.—Cotton, linen or woollen garments: choice and preparation of material, commercial patterns, use and care of the sewing machine, construction processes.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

HOME MANAGEMENT

The Home.—The background of Canadian home life; responsibility of each member of the family; standards of living in relation to home life; relation of the home to the community.

COURSES IN HOME ECONOMICS—*Continued.*

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing and Child Care.—Care of the infant, child and adult; emergencies; bandaging.

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

METHODS IN HOME ECONOMICS

Objectives in teaching Home Economics; types of equipment; study of authorized courses; problems of organization; methods of teaching, demonstration of lessons; teaching aids.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

66. (1) Candidates for Intermediate certificates shall pass in each of Parts I and II under the following conditions:

(*a*) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Home Management	(200)
Elementary Applied Science	(100)
Methods in Home Economics	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

COURSE IN HOME ECONOMICS—*Continued*

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.
Clothing, 2 papers.
Home Management, 2 papers.
Elementary Applied Science, 1 paper.
Methods in Home Economics, 1 paper.

The pass standard in Part I shall be 60% of the marks assigned to each subject.

(*b*) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (*a*) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(*b*) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (*a*) Candidates who are exempt from attendance under (2) (*a*) above may complete their standing for a certificate by taking at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(*b*) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

67. A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Intermediate Home Economics certificate which shall be valid in these subjects in any Public, Separate, High or Continuation School and in Grades IX and X of a Collegiate Institute, provided that the teacher is otherwise qualified to teach in such schools.

This Interim certificate shall be valid for two years. The conditions under which the Interim Home Economic certificate may be made Permanent are contained in the regulations of the Department of Education.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.)

68. The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce and a certificate as teacher valid in one of the Provinces of Canada and issued after a regular course in an approved training school or the equivalent of such certificate and course of training.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

The candidate who holds an Ontario Inspector's Certificate shall be exempted from attendance in one subject but shall take the written examination in the subject.

For one of the above subjects the candidate, with the special, previous consent of the Committee in charge of the courses, may substitute an approved course in another department of the University, of a standard not lower than that of a minor in a course leading to the degree of Doctor of Philosophy.

4. The examinations shall be held in April and May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration in the course for the degree of Bachelor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $25. The tuition fee for the regular session, which shall include the

examination and library fees, is $50. The fee for examination is $5 for each subject. The fee for the degree is $10. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with Honours. On the report of the instructors concerned a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.)

69. The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate who completed not later than May, 1936, the course for the degree of Bachelor of Pedagogy is eligible for admission to the course for the degree of Doctor of Pedagogy. If the candidate for admission to the course for the degree of Doctor of Pedagogy has completed the course for the degree of Bachelor of Pedagogy in 1937 or later, he must pass a qualifying examination, to be held annually in February. Details of this examination may be obtained on application to the Secretary of the Ontario College of Education.

2. The candidate, after admission to the course, shall be in attendance at the Ontario College of Education during one regular College Session or one Summer Session.

3. The course shall consist of one subject as defined in 7 below and a thesis as defined in 5 below.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on an educational topic which has

been selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the thesis or an approved abstract thereof. If the candidate publishes only an abstract of his thesis, he shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the abstract.

6. The fee for registration in the course for the degree of Doctor of Pedagogy is $5. The tuition fee for the summer or late-afternoon session is $50; that for the regular session, which shall include the examination and library fees, $75. The fee for examination is $5 per subject and $10 per thesis. The fee for the degree is $25. All fees shall be paid to the Bursar with the application.

7. The candidate will take one of the following subjects not represented in his course for the B.Paed. degree:

(*a*) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(*b*) Educational Psychology. (Two papers.)

(*c*) The History of Education in Western Europe and North America in modern times, with special reference to Canada, Great Britain, and the United States. (Two papers.)

(*d*) Educational Administration in theory and practice. (Two papers.)

DEGREES OF DOCTOR OF PHILOSOPHY (PH.D.) AND MASTER OF ARTS (M.A.)

70. For information about the courses for these degrees, candidates should consult the calendar of the School of Graduate Studies.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science.

Calendar of the Department of Social Science

Calendar of the School of Nursing

Curriculum in Physical Education for Women

Announcements—

Summer Session, Occupational Therapy, Physiotherapy, Aerial Navigation.

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